

Enhancing Student Learning Plan 2021-2022

School: False Bay School

What We Know About Our Learners

Key features of our School Review that will guide our actions and directions in 2021-2022

Dynamics and needs of the school community continues to change. Primary class focus on increasing independence. Strong Grades 1 and 4 Literacy and Numeracy. Intermediate class focus on Grade 5 students and providing them with guided support. School-wide focus on UDL strategies.
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Scanning for Learning

What have you come to know about the learners in your school this year?	Evidence
Creative, independent thinkers. Collaborative...they synergize. School-wide, students LOVE stories, books and reading. This extends to storytelling, drama, and performing. Singleton Grade 8 student continues to thrive at False Bay School.	Teacher observation; work samples Teacher observations; work samples Observations, FSA data, high participation in musical and drama opportunities both in school and extra-curricular Student & parent feedback; work samples, teacher observation

For The Spring Conversation, what evidence will you use to know you have reached your target?

Student Learning Survey results: feedback from students and parents. (Consider surveying all parents and students each year due to sample size). FSA results. Report card data. Staff observation & anecdotal evidence.
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Identify an area of the work in your learning community that appears to be indicative of a knowing/doing gap? How will you move forward in seeking to address this dynamic?

Issues of equity: limited opportunities and experiences available to some. Accessing district programs, specifically the Backpack Program. Use of monthly counselling services; appreciated by several families. Local staff in tune with community needs and perform outreach as needed.
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Quality Teaching and Leadership - Where do you need to be more focused in this regard and what do you see as the desired learning progression?

Teachers feel that their collaboration is valuable as they begin working together for the first year. Educational technology (esp. Primary iPad apps) Bring mentors and district supports to False Bay School with increased regularity.* This includes T and L team and ADST project facilitation and tool training. Planning for in-person attendance at SD69 workshops and in-services made possible through transport pre-arrangements.** *Initial visit by team was Thursday, October 7. **Staff will join remotely with whatever opportunities available.
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What steps are you taking to ensure that Indigenous understandings are being woven into the fabric of learning for all students at your school?

Connection to SFU Archaeology Professor (and part-time island resident) for digs and walks. Connection to Powell River Coast Salish Xwe'ta Archaeology program includes penpals, indigenous plantings in school garden, school visits including basket weaving and possibly more. Traditional drumming and storytelling experiences for whole school. (Bill Helin)
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Focus Area 1: District Strategic Priorities (can be brought forward from your spring conversations)

Actions and directives planned for 2021-2022

Student-centered Learning (Learner Focused)	Quality Teaching and Leadership	Social/Emotional Learning
Balanced Literacy High functioning, independent, school-wide reading groups as a goal E-portfolios, expanding as a tool Hands-on, experiential learning in Science ADST focus Indigenous-focused field trips Community focus – establishing long-term relationships Primary Math centers UDL – providing student choices	UDL focus Mentor teacher connections Connections to Indigenous practitioners Educational technology	School counsellor visits Kids in the Know Bucket filling WITS program Tribes (Primary class) Restorative justice and non-violent communication

Focus Area 2: Curriculum (can be brought forward from your spring conversations)

Actions and initiatives planned for 2021-2022

Outdoor Education infused with Indigenous learning • Professor Dana Lepofsky experiences throughout the year • Celebration of Indigenous culture • Phase 2 (student designed poles for cover) on table at Mudd Bay - used for outdoor learning
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Focus Area 3: School-identified Focus Areas

Actions and initiatives planned for 2021-2022

Previously planned to connect with bigger-island excursions and partner schools *In light of COVID numbers, PAC and staff prefer students to remain on-island; focus on wider Lasqueti community – Arts Council, seniors, service activities.
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Literacy

Lessons Learned from school and provincial evidence. Please include what you know about your Indigenous learners.

Writing: FSA reflected a need for focus on writing - students can be resistant to writing on topics not within their scope of interests. Primary class largely emerging writers.

Next steps in support of those lessons learned

Using FSA skill-based data to guide practice. Spend time analyzing needs. Intentionally working towards engaging students in a variety of writing purposes, audiences. Adrienne Gear’s <i>Writing Power</i> and <i>Powerful Writing Structures</i> & Jennifer Serravallo’s <i>Writing Strategies</i> as guides for improving writing.

Numeracy

Lessons Learned from school and provincial evidence. Please include what you know about your Indigenous learners.

FSA and work samples indicate that students are generally ON TRACK for Numeracy. (The exception is the Grade 3 cohort.) Students enjoy Mathematics-based activities and participate with positive attitudes!

Next steps in support of those lessons learned

Multi-age approach to numeracy fits UDL model. Use of small multi-age groups, including Math Centers. Use of open-ended numeracy challenges, mental math, manipulatives. Use of Educational Technology for reinforcement ex Prodigy, IXL.
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Student Learning Survey Data

Lessons Learned from data on safety, belonging, adults who care, and feeling welcome

Positive feedback from both parents and students about feelings of welcome, belonging, and connection to adults. Also strong sense of safety and clear expectations around expected school behavior.
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Lessons learned from local knowledge

Both students and parents responded with uncertainty regarding taking ownership over learning.

Next steps in support of those lessons learned

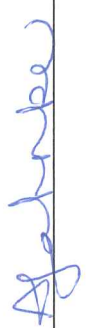
Multiple forms of communication about student learning. Include "Next Steps" in both written feedback and intentionally in conversation with students and parents.
Work samples sent home with feedback attached.
E-portfolio with teacher comments about progress.
Student led Parent-Student-Teacher conferences.

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PAC Representative Name (Please Print): KATY STEWART

Principal Signature: 

Staff Representative Signature: 

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