

## Enhancing Student Learning Plan 2018-19

### School: False Bay School

#### What We Know About Our Learners.

Key features of our School Review that will guide our actions and directions in 2018-19

#### SUCCESSES/GROWTH

- Communicating student learning through class newsletters, monthly school newsletters, parent information night, parent conferences with Lesley
- Assessment, evaluation and reporting practices, student – led conferences, student self-reflection/ assessment
- Integrated EPortfolios; Freshgrade
- Integration of the Core Competency language throughout the school
- Implemented Family Fridays; an opportunity for parents to come in and work with their child while learning a new skill
- Increased community involvement (Read Teams, Library support staff, guest speakers)
- Built capacity for transitioning students off the island including field trips, Classroom Buddies, Teacher Mentors
- FBS Administrative Representation "at the SD69 table"
- Increased enrolment for next year ( potential for 4 Kindergartens, and 1 Grade 4)
- Increased Student Support Staff visits to FBS; Carrie Frampton, Sarah Hung, Tarr Morrison, Carrie Reid, First Nations Liaison, Elaine Young, School Trustee
- Administrative participation in PAC Meetings
- Increased networking with Lasqueti fire department, Nursing Station, Art Center, Community Hal

#### STRENGTHS/ GOALS:

##### Strengths:

- Reconfigured the school schedule, removed the center activities, replaced with key learning lessons and increased punctuality by 86%
- Started a conversation regarding previous absenteeism and ways to support learners
- Reduced whole school activities which provides more time for rich individualized grade wide lessons
- Students are more excited to engage in whole school activities such as whole school weekly walks, library time, music
- Engaged in conversation with parents about their visioning for False Bay School
- Encouraged teachers to participate in both Reading and Math Mentors
- New teacher signed up for District Mentorship Program
- Completed literacy ( PM Benchmarks, Words Their Way, and Primary Literacy) and Math ( Northern Lights, Anne Fullerton, and Diagnostic Math Assessment) at the beginning of the year

##### Goals:

- Continue to organize and coordinate visitors to school, including SMEs, school groups and outside agencies
- Continue to seek alignment with other SD 69 Elementary Schools with regard to programs, technology,
- Continued work on developing system expectations and protocols (e) Health and Safety Meetings, Site Inspections, Police Record Checks, Emergency Preparedness, regular staff meetings, Operations and Maintenance

#### NEEDS / CHALLENGES:

##### Needs:

- Increased budget to accommodate for the high cost of transportation on and off the island, increased Read Team books ( circa 1980s) and technology
- Improved Wifi
- To protect the culture of the Lasqueti Island Community visioning for the school

##### Challenges

- Family Dynamics; no break from family members, sometimes too familiar
- Prep Coverage
- Difficulties in recruiting qualified TTOCs
- Human resources are limited, designated support, ie EAs councilors on the Island and the ability for increased student support visits

- Limited exposure to teacher resources, mentors
- Inclusion in District Events such as DRC Learning, due to ferry
- Weather, small remote island, difficult for consistent travel
- Responsibility of classroom teachers
- Limited Secretarial hours
- Lack of EA support

**Focus Area 1: District Strategic Priorities**  
**Actions and directives planned for 2018-19**

Personalization of Learning	Flexible and Responsive Structures	Social/Emotional Learning	Engagement Through Technology
<ul style="list-style-type: none"> <li>• Multi-age classrooms</li> <li>• Passion Projects</li> <li>• "My World" Projects</li> <li>• Science Fair Projects</li> <li>• Read Teams</li> <li>• Math Passports</li> <li>• Literacy and Numeracy Diagnostic Assessments</li> <li>• Ongoing students assessments</li> <li>• Triangulation of evidence</li> <li>• Parent support and education</li> <li>• Solid picture of students learning</li> <li>• Frequent communication of learning to parents</li> <li>• Adapting to the unique needs of some students</li> <li>• ie) non-schoolers coming to school for the first time teaching the rules, expectations and behaviors</li> <li>• Student excitement and engagement</li> <li>• Vast range of skills and abilities within the multi-age classroom</li> <li>• Limited human resources; EAs, councilors, on-site admin, secretary</li> <li>• Parent support; not able to support the learning at home</li> <li>• Lacking "Stem Resources"</li> <li>• Gentle gradual introduction of new processes</li> <li>• Lasqueti culture is unique;</li> <li>• Generational students and parents</li> <li>• Deep, long range history</li> <li>• "Stranger Danger"</li> <li>• Vast range of skills and abilities within the multi-age classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Snack Program</li> <li>• Lunch Program</li> <li>• Library Time</li> <li>• Weekly walks</li> <li>• Field Trips</li> <li>• Read Teams</li> <li>• Math Passports</li> <li>• Successful Learner Trait Curriculum</li> <li>• Home Reading Program</li> <li>• Attendance Records</li> <li>• Punctuality increases</li> <li>• Improved attendance</li> <li>• Parent participation and engagement</li> <li>• Reading scores have improved after first term</li> <li>• Predictability</li> <li>• Understanding and respect for routines</li> <li>• Community historic practices are not aligned with SD 69 norms ie) taking children out of school during the winter months for vacation</li> <li>• Volunteers are difficult to secure and depend upon</li> <li>• Gradual introduction of new processes</li> <li>• Cannot be punitive; however consequences need to be applied ie) punctuality</li> <li>• Must be non-threatening</li> <li>• Must provide a variety of entry points for parents</li> <li>• Parents personal life choice; want to be free from structures and constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented Zones of Regulation school wide</li> <li>• Sensory Props</li> <li>• Creating a "Safe Space" with Sarah Hung and Tammy Morrison</li> <li>• Fun Friends Program</li> <li>• Provide Heart Rate Monitor</li> <li>• Investigating Trauma informed Practises</li> <li>• Staff has intimate knowledge of students, due to the closeness of the community</li> <li>• Staff to connected to families, either through family ties or friendships</li> <li>• Self-reflective and supportive community</li> <li>• Caring kind and self reflective language is used in the homes</li> <li>• Parents are comfortable with staff and have long history</li> <li>• Admin weekly meetings with Diane MacClure, Lasqueti Island Health Nurse to discuss student concerns and students</li> <li>• Unreasonable expectation of teachers to provide "C" counseling</li> <li>• Emotionally draining for teachers to provide deeper all supports</li> <li>• There are VERY complex needs of some children that require more than what the teachers and community can offer HOWEVER, there is a reluctance/ difficulty for families to access help and support from the other side</li> <li>• The culture of Lasqueti is "we take care of our own", but there is a decline in the original community supports ie) older generation is leaving the island</li> </ul>	<ul style="list-style-type: none"> <li>• Fresh Grade E Portfolios</li> <li>• Increased usage of I pads and apps</li> <li>• Research</li> <li>• Digital Stories</li> <li>• Students are using technology as TOOLS for the education</li> <li>• Beginning to use technology to connect to other schools</li> <li>• Teachers using technology for Webinars and training ie) Math Mentors</li> <li>• Internet connectivity</li> <li>• Limited resources ( 2 I pads)</li> <li>• Training for staff ie) Spheros</li> <li>• Parents " buy in" for technology</li> <li>• Parents need lots of time to consider technology uses</li> <li>• Parents seeking anonymity, do not what technology</li> <li>• Parents personal life choice; would like to be freedom from technology</li> </ul>

**Focus Area 2: Redesigned Curriculum**

Actions and initiatives planned for 2018-19

- Implemented the Successful Learner Traits (SLT)
- Robust Student self reflection and assessment
- Teachers have solid understanding of redesigned curriculum
- Introduced more indigenous content into curriculum
- Students using the language of SLT ie Kindergarten saying: "I can do this independently"
- Aligned with other SD 69 Elementary schools
- Brought in Subject Matter Experts ie Rick Burger with Makerspace
- First Nations Liaison not attached to school
- Multi- age expectations
- Communicating the re- designed curriculum to parents
- Trying to utilize human resources on the island
- Balancing the need for new resources and the philosophy of " reuse, re- purpose, etc"

**Focus Area 3: School-identified Focus Areas**

Actions and initiatives planned for 2018-19

- Communicating Student Learning
- Transitioning Students On and Off Lasqueti

Principal Name (Please Print): LESLEY LACOURVE Staff Representative Name (Please Print): \_\_\_\_\_

PAC Representative Name (Please Print): \_\_\_\_\_

Principal Signature: *Lesley Lacourve*

Staff Representative Signature: \_\_\_\_\_

PAC Representative Signature: \_\_\_\_\_