

Qualicum Beach Elementary School



SCHOOL IMPACT PLAN
2023 - 2024

Qualicum Beach Elementary

QBES is located between the shores of the Salish Sea and the diverse Vancouver Island Rainforest. Our staff and students take full advantage of our natural environment on regular walks through the cedars and trips to the beach. The outdoors provides rich material for staff and students to incorporate authentic hands-on experiences into their teaching and learning. We provide personalized learning opportunities to foster student efficacy and offer clubs and extracurricular activities to increase student interest.



THE DEVELOPMENT PROCESS FOR ESTABLISHING CLASSROOM GOALS

In the fall teachers started to focus on establishing goals for their students and classrooms based on observations from the first month of school. A common theme emerged that students had difficulties completing learning tasks. We spent time looking at the nature of the tasks and why students were not being successful. Teachers brainstormed how tasks for their students could be open-ended and allow for multiple entry points. Information was presented to the Parent Advisory Group for their information and feedback.

- **Student Interest Inventories** – teachers spend considerable time in September coming to know their learners
- **Class Review** – collaborative conversation between teachers & admin. Support structures including LST and EA Support
- **Class Support Plans** – collaboration between the Learning Services Team and Class Teachers. Focus on building class goals and supports for students
- **Staff Meeting Conversations and Collaboration**
 - *“Our students would be able to.....” - “The kind of tasks our students would be able to complete...”*
- **Data Collection** to support the development of class/school goals
 - What is the data and observations telling you about your students...
- **Draft 2023-2024 School Goal Development**

FOCUS AREA ONE: STUDENTS' ABILITIES TO START AND COMPLETE LEARNING TASKS

Students will gain the strategies to improve their *Stamina and Perseverance* during their learning.

*Our **PRIMARY** students would be able to.....*

- Persevere through challenging tasks
- Take risks – independently using tools and strategies.
- Develop stamina to participate in literacy tasks for 30 minutes (reading/writing).

*Our **INTERMEDIATE** students would be able to.....*

- Use their favorite modes/tools/tech to find inspiration and joy in their learning.
- Consistently have access to laptops, google lens and headphones with microphone.
- Refer to co-created criteria while working on specific tasks.
- Draw on exemplars provided by the teachers.
- Select developmentally appropriate books for reading.
- Use reflection to create individual goals.

FOCUS AREA TWO: LITERACY PROGRAMS THAT ALLOW FOR STUDENT CHOICE AND THE SUPPORTS THEY NEED TO BE SUCCESSFUL

Develop Grade Appropriate Structures in Student Writing

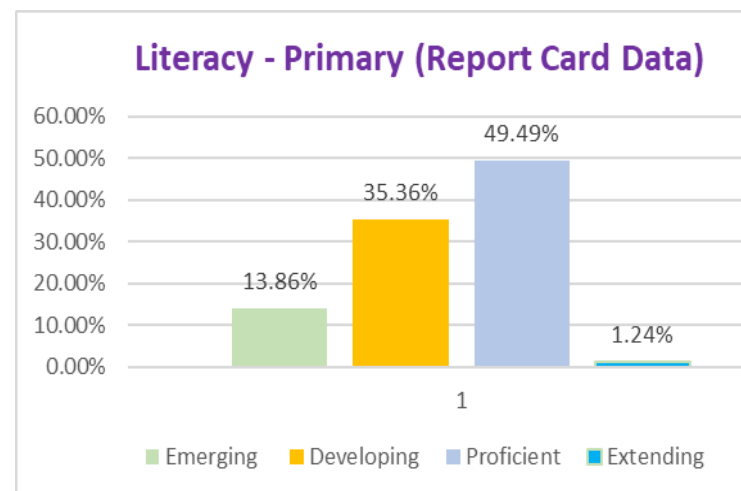
- ✓ Develop paragraphs with topic sentences and connected supporting details.
- ✓ Create stories that they enjoy and feel a sense of pride.
- ✓ Encourage the joy of reading to build competency and confidence in reading and writing.
- ✓ Students will be able to improve their writing by connecting personal experiences while developing vocabulary and improving conventions.

Primary teachers have OBSERVED:

- Students are stronger readers than writers.
- Students struggle to persevere through writing tasks.
- Students' writing lacks detail and structure.

Primary Data Summary

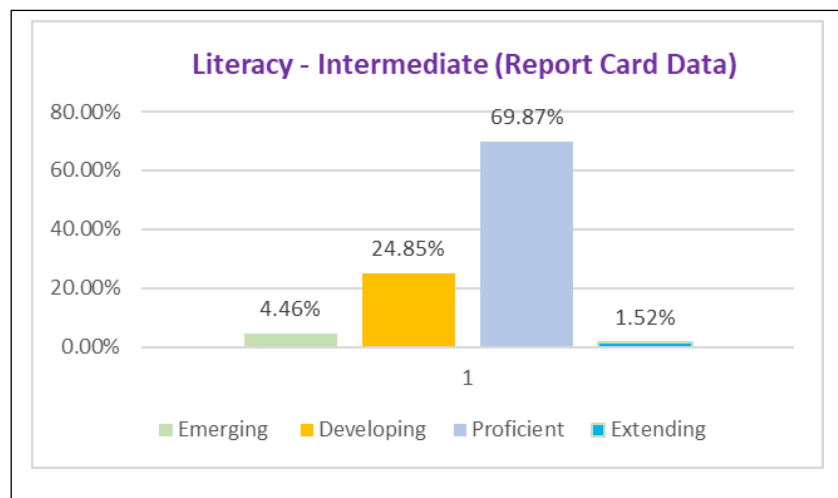
49.2% of students are emerging/developing in literacy.



Intermediate Teachers have OBSERVED:

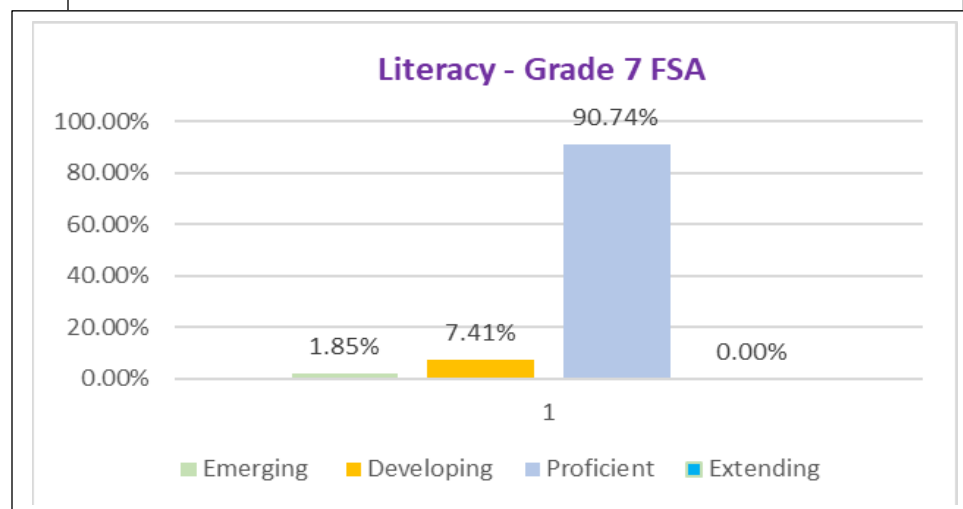
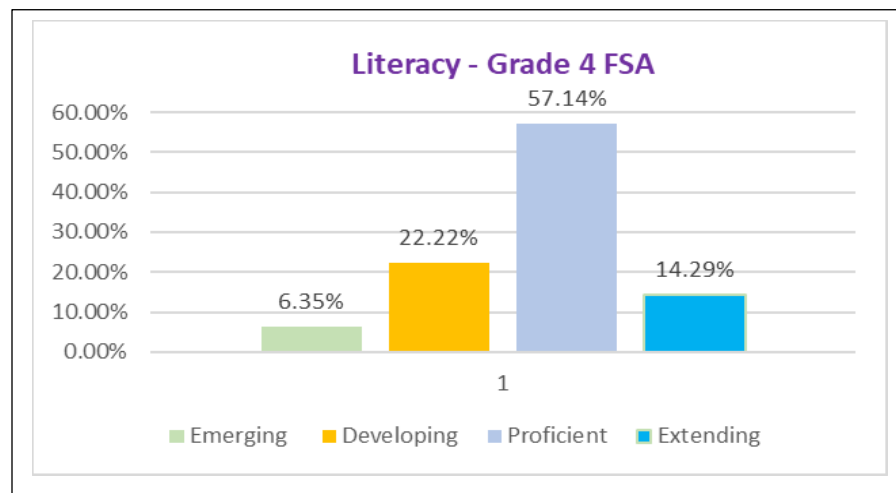
- Technology is helping students with their reading and writing.
- Students need to improve sentence and paragraph structure.
- Students need to improve the style of their writing; less “train of thought” and stronger “voice”.
- Students need to take more time to edit and revise their work.
- Students need to improve writing conventions.

Intermediate Literacy Data



Intermediate Data Summary

- ✓ Grade 7 - Classroom Data and FSA data are not consistent. More conversation needed.
- ✓ Grade 4 - Classroom Data and FSA data are consistent.



OBSERVABLE VISION FOR SUCCESS IN

When our students and our educators are being successful in this area of focus, you will observe the following in our classrooms:

Our (S) students would be..	Our (E) educators would be...	Our (T) tasks, activities and assessments in our classrooms would look like...
S1: Students can start tasks	E1: Educators would break down steps into student friendly language.	T1: Tasks will be collaborative and interactive, relevant and meaningful.
S2: Students would be able to persevere during tasks using tools independently.	E2: Teachers would introduce, model and allow for practice with a variety of supportive tools.	T2: Tasks will include choice, variety, and multiple entry points.
S3: Students would find meaningful connections between their learning and personal experiences.	E3: Educators will leverage their knowledge of students' interests to create meaningful and engaging learning experiences.	T3: Tasks will be reflective of student voice.

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN
LITERACY PROGRAMS THAT ALLOW FOR STUDENT CHOICE & SUPPORTS THAT MAKE THEM SUCCESSFUL

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity based evidence (TD)
<p>SD1: Students would select tools that they know help them be successful.</p> <p>SD2: Students would use their tools independently.</p> <p>SD3: Students demonstrate increasing Proficiency on Provincial, District, and school-based assessments.</p> <p>S4: Students will self-select developmentally appropriate texts</p>	<p>ED1: Teachers would design evidence-based literacy programs that include multiple entry points and tools.</p> <p>ED2: Teachers would introduce, model and allow for practice with a variety of supportive tools.</p> <p>ED3: Teachers would use research-based strategies that promote writing in a variety of forms and purposes, and offer high quality exemplars.</p> <p>ED4: Educators will teach the skills for selecting good-fit books.</p>	<p>TD1 – Tasks allow for a variety of ways for proficiency to be demonstrated.</p> <p>TD2: Flexible, open-ended tasks that allow for student practice.</p> <p>TD3: Tasks create opportunity for on-going feedback loops including conferencing, student next steps, and goal-setting.</p> <p>TD4: Reading practice will be provided at school and encouraged at home.</p>

OUR IMPACT STATEMENT AND LEARNING PLAN

To address this instructional challenge in our classrooms, we have developed the following impact statement and learning plan for our staff.

If we do the following...

- Continue to develop rich floor to ceiling tasks.
- Continue to develop literacy programs with the support of Adrienne Gear workshops.
- Focus on collaboration, and sharing of strategies, goals, and successes at staff meetings and professional days.

So we can design and implement...

- Evidence-based literacy programs that include many ways for students to be successful
- Meaningful staff collaboration and sharing

Then we will observe educators DOING AND DEMONSTRATING:

- If/then goal setting “If I do this.... Then I expect to see this...”
- When/then reflection “When I did this.... Then I saw this...”

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Student-centered activities with clear criteria, examples and cycles of feedback.
- Tasks that allow students to share learning in a variety of ways

And as a result, we will observe learners DOING AND DEMONSTRATING:

- Increased proficiency in their writing in meaning, style, form and conventions.
- Collaborating and sharing their learning with pride at school, with peers and in the community.

And our DATA/EVIDENCE will show (enter evidence sources):

- Increasing proficiency in District-Wide Assessments – Grades 3 & 6, FSA – Grades 4 and 7
- Teacher and student reflections (including student portfolios)
- Written Learning Summaries

MAINTAINING MOMENTUM - OUR ONGOING CHECK-IN/REFLECTION PLAN

To ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following:

OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT

[QBES In School Presentation](#)

OUR DISTRICT PRESENTATION OF IMPACT DATE: June 7, 2023

