ARROWVIEW ELEMENTARY SCHOOL
IMPACT PLAN JUNE 2024

Arrowview Elementary resides along the coastal region of Salish Sea, where the dog salmon (chum) run, and on traditional territory of the Kwaluxwum | Qwa''axwum First Nation. The school was built in 2001 as a response to the growing neighbourhoods of Qualicum Woods, Chartwell, and Eaglecrest. For the 2024 school year there will be approximately 290 students and 32 staff members composing the learning community and an active PAC who supports student engagement and school initiatives.

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The process to determine an area of focus included a year-long journey of planning, collaboration, and reflection:

September
- Class Review process
- Getting to know the learners
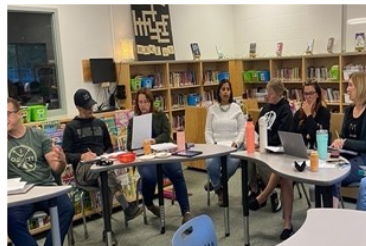- Identify Class Support Goals (IEP)

Fall
- Create Class Support Plans (IEP)
- Literacy and Numeracy assessment (FSA Gr. 4, 7 and District Wide Writes Gr. 3-7)

Spring
- School Review (School Based Team consults, Whole Staff Survey)
- Student Learning Survey (April, 2024 • Gr. 4, 7 Students, Parents, Staff)

Monthly
- Staff learning, sharing and reflecting
- Collaborating on 'needs' and 'responses' (NRT).
- Assessment Information (Learning Updates & Conferences)

Survey results indicated the importance of engagement and regulation for all learners to be successful.

AES Teacher, April 2024

Quality teaching and leadership require collaboration and reflection to co-develop effective student-centered learning environments.

First People's Principles of Learning

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As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge is to understand how to build positive connections where students and staff belong, and are empowered to navigate their learning journey.

	Students will:	Educators will:	Tasks/ Assessments:
To Self-Regulate	… be able to accurately name feelings and appropriately communicate feelings to others. … be able to identify and use a personalized set of self-regulation tools	.. model and teach language relating to emotions / feelings … provide time for students to practice identifying emotions and tracking changes … teach and model variety of SEL tools … create parameters and facilitate building of a SEL toolkit	☐ SEL activities (eg. Zones of Reg., We Thinkers, 6 pt. scale) ☐ Emotions Tracker/ graph ☐ Stories/ personal ex./ texts that portray problem-solving / perspective taking ☐ SEL tools/ strategies are presented and practiced. Choice is provided. ☐ Students create a personal toolkit (based on choice) ☐ Self-assessment/ reflection of growth
To Belong	… be able to confidently arrive at school, and positively make connections with peers/ staff (excited to come to school).	… greet students and provide opportunities for peer connection … gather information about student needs, collaborate with others … create safe inclusive spaces for learning	☐ Soft starts (with choice) ☐ Students complete learning profiles (multiple intelligences, learning tools, etc.) ☐ Circle gathering / listening to each other ☐ Class agreements and meetings ☐ Problem-solving process practice and self-reflection ☐ Celebrate each other
To Persevere	Each student will be able to explain and give examples of "growth mindset" using language such as 'not yet' when faced with a challenging task.	… make time to learn, practice, model, collaborate and teach 'growth mindset' (brain science) relevant to individual needs. … teach difference between fixed and flexible/open mind-set … teach and model growth mindset language (eg. not yet).	☐ View and discuss instructional/ teaching videos and resources (Jo Boaler) ☐ Scenarios of open and closed mind-set ☐ Setting goals and tracking of progress ☐ Peer review and self-assessment ☐ Celebrate success (identify, provide examples)

AES IMPACT STATEMENT AND LEARNING PLAN

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

If we do the following…

- Make goals visible and create monthly check-ins (self-reflections) to observe growth or barriers (challenges)
- Focus staff learning / professional learning (eg. book club) / in-service / collaboration time during staff meetings on key aspects of the goal / Needs Response Team.
- Include the goal as part of class planning (eg. how to build positive connections, develop a sense of belonging, knowing how to navigate –identifying tools, learning styles, advocating for strategies).
- Collaborate with each other to share successful tools and strategies.

So, we can design and implement…

- Meaningful sharing and collaborating amongst staff to grow in planning for and developing skills related to goal
- Inclusive and student-centered programs that invite and support students in their connection at school

Then we will observe educators DOING AND DEMONSTRATING:

- Making time to learn, practice, model, collaborate, and teach a variety of "connection" strategies relevant to individual needs.
- Gathering information about student needs, collaborate with others
- Making time to learn, practice, model, collaborate and teach a variety of SEL/ 'growth mindset' strategies relevant to individual needs.
- Trying new ways to create safe spaces for learning and opportunities for students to share in community with others.
- Having a shared understanding (definition) of inclusive practices (speaking and doing) in regards to 'engagement'
- Planning and designing with inclusive practices at the forefront (UDL framework)
- A curious / inquiry mindset on how to foster inclusive practices and connections.

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Goals and learning intentions clearly stated/ posted
  - Clear connections to curricular and core competencies
  - Opportunities for co-creation of criteria
  - Opportunities for students to set goals, and self-assess/ reflect
- Tasks include connections, supports, and strategies as per learner profiles (class support plans)
  - Visuals used consistently to promote student independence
  - Many ways / techniques for students to show work

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

- Articulating (orally, visually, or other) their ability to self/co-regulate, persevere through challenging tasks, and to feel a sense of belonging at school.
- Being excited about their success in learning

And our DATA/EVIDENCE will show (evidence sources):
- FSA Grade 4 and 7
- School wide writes (fall and spring) Grade 3, 5, 6
- Student self-assessment of SEL regulation / Growth Mindset tools and strategies
- Learning Updates and Conferences (portfolios) (evidence on Ed Insight)
- Student Learning Survey (gr. 4 and 7)
- School Review Survey (staff) and anecdotal comments

MAINTAINING MOMENTUM
OUR ONGOING CHECK-IN/REFLECTION PLAN

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

Formative checkpoints with staff and protocols to use:
- Monthly staff meetings / staff learning
  - Reporting out from collaboration groups
  - Sharing of successful inclusive engagement strategies
  - Review of resources and identifying 'next steps'
- Monthly check-in with learning liaisons and collab teachers re: co-planning, co-assessing and co-teaching of strategies
- Reviewing written learning updates for anecdotal comments, student goal-setting / self-reflection in regards to "connection" (regulation, belonging, persevering).
- Protocols to help us move forward
  - Monthly check-ins (staff, collab partners)
  - 4S Heat Check, or others
  - Peer learning partners (collab partners)

Welcome! *"uy kw ct 'i lumnulu"* We are happy to see you. Students are excited to arrive

Collaboration will be an important part of how we support teacher learning *"paddling together"*

Share our learning with each other *"yath cisum"*

Build inclusive practices and a sense of connection at AES

School-based presentation of Impact – May 22 and June 12, 2024

District Presentation of Impact – May 28, 2024