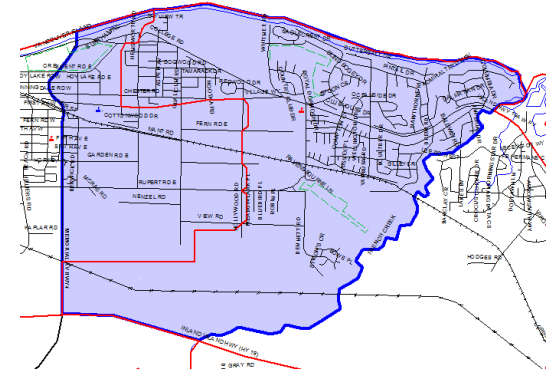




SCHOOL IMPACT PLAN
for Arrowview Elementary School
2025-26

SECTION 1 - OUR CONTEXT:

Arrowview Elementary is located along the coastal region of the Salish Sea, where the dog salmon (chum) run, on the traditional territory of the Qualicum First Nation. Our school, built in 2001, was established to serve the growing neighbourhoods of Qualicum Woods, Chartwell, and Eaglecrest. In the 2025–2026 school year, we will welcome approximately 260 students and 30 dedicated staff members who make up our vibrant learning community. Arrowview is also supported by an active and engaged Parent Advisory Council (PAC), which plays a vital role in enhancing student experiences and supporting school-wide initiatives



SECTION 2 - OUR AREA(S) OF FOCUS/RATIONALE (MAX 2):

As a result of what we are observing in our classrooms and our data/evidence, our instructional challenges are:

- **Belonging:** Our instructional challenge is to create classroom environments where all students—especially those who may feel excluded—experience a sense of emotional safety, value, and connection that is evident through their engagement, regulation, and participation.
- **Literacy Development:** Our instructional challenge is to strengthen our early and intermediate literacy practices so that all students demonstrate growth in decoding, fluency, and comprehension, and so that educators are confident in using DIBELS and other assessment data to provide timely, targeted instruction that meets individual student needs.


OBSERVABLE VISION FOR SUCCESS IN BELONGING

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...	Our (L) leaders would be...
<p>S1 - Engaging positively with peers and adults, demonstrating regulation and a sense of emotional safety.</p> <p>S2 – Participating meaningfully in classroom routines and feeling a sense of ownership in the learning environment.</p> <p>S3- Expressing that they feel seen, heard, and safe at school.</p>	<p>E1 - Using inclusive, trauma-informed practices and strategies that reflect student identities and strengths.</p> <p>E2 – Observing and responding to student needs with empathy and flexibility.</p> <p>E3 – Actively listening to student voice and incorporating feedback into planning.</p>	<p>T1 - Embedding opportunities for voice and choice, collaboration, identity expression, and social-emotional learning.</p> <p>T2 – Using UDL principles to design environments where all learners can access and demonstrate understanding. Using circle talk practice to build trust, strengthen relationships, and guide collaborative problem-solving</p> <p>T3 – Including reflection, restorative practices, and regular classroom circles to address issues, share successes, and build cohesion</p>	<p>L1 - Modeling relational leadership, supporting staff in building inclusive communities, and regularly checking in with students and staff</p> <p>L2 - Prioritizing time and resources to support classroom community building and staff professional growth in SEL and inclusion</p> <p>L3 - Engaging families and community partners in supporting belonging and school connectedness</p>

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN BELONGING

The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below)

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)	Our (L) leader-based evidence would be...
<p>SD1 - Increased participation and engagement in class routines and discussions</p> <p>SD2 - Students demonstrating improved self-regulation and peer conflict resolution skills</p> <p>SD3 - Positive student feedback from surveys, check-ins, or conversations about feeling safe and connected</p> <p>SD4 - Reduction in behavioural incidents requiring office intervention</p>	<p>ED 1 - Regular use of circle talk and restorative practices</p> <p>ED 2 - Reflection on student social-emotional growth during staff meetings</p> <p>ED 3 - Use of student voice data to inform classroom and school decisions</p> <p>ED 4 - Collaboration among educators to address belonging and engagement challenges</p> 	<p>TD1 - Frequent implementation of circle talks and community-building activities</p> <p>TD2 - Inclusion of social-emotional learning opportunities in daily routines</p> <p>TD3 - Tasks incorporating opportunities for student voice and collaboration</p> <p>TD4 - Structured routines promoting inclusion and emotional safety</p>	<p>LD1 - Leaders monitor use of restorative and circle practices across classrooms</p> <p>LD 2 - Leaders gather and review feedback from staff and students about school climate</p> <p>LD 3 - Leaders support professional learning focused on belonging and SEL</p> <p>LD 4 - Leaders engage families and community in supporting school connectedness</p>

OBSERVABLE VISION FOR SUCCESS IN LITERACY DEVELOPMENT

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...	Our (L) leaders would be...
<p>S1 - Students confidently express their ideas in writing, discussion, and creative forms.</p> <p>S2 - Students set goals for their learning and track their own growth.</p> <p>S3- Students engage in meaningful dialogue with peers, using text to build understanding and deepen inquiry.</p> <p>S4 - Reading with increased fluency, accuracy, and confidence; showing growth in comprehension and written expression</p>	<p>E1 - Use diverse, inclusive texts and provide sentence stems, models, and feedback that support voice and expression.</p> <p>E2 – Guide students in goal setting, reflection, and celebrating progress using formative assessment and conferencing.</p> <p>E3 – Model and scaffold academic conversation strategies, encourage respectful dialogue and critical thinking.</p> <p>E4 - Using assessment data (DIBELS, F&P, PM Benchmarks) to plan and adjust instruction</p>	<p>T1 - Invite personal connection and creativity, offering flexible formats (e.g., podcasts, comics, essays, visuals) for students to share their thinking.</p> <p>T2 – Include built-in checkpoints, self-assessment, and opportunities to revise and reflect on learning.</p> <p>T3 – Use essential questions and high-quality texts to spark rich discussion, debate, and collaboration.</p> <p>T4 - Offering explicit, systematic literacy instructions along with scaffolded practice and formative feedback.</p>	<p>L1 - Provide time, PD, and resources that center student voice, self-expression, and representation in curriculum.</p> <p>L2 - Promote a culture of reflection and growth by supporting data tools, inquiry cycles, and student-led conferences.</p> <p>L3 - Create conditions for shared inquiry by protecting PLC time and supporting text curation and planning conversations.</p> <p>T4 - Ensuring access to professional learning on effective literacy practices and supporting implementation through coaching and collaboration</p>

**OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN
LITERACY DEVELOPMENT**

The data that will allow us to connect our Learning Plan to Observable Impact will include:

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)	Our (L) leader-based evidence would be...
SD1 - Growth in DIBELS and other early literacy assessment scores (phonemic awareness, decoding, fluency) SD2 - Increased student engagement and confidence in reading and writing SD3 - Students articulating understanding and discussing texts SD4 - Demonstrated stamina and persistence in literacy tasks	ED1 - Educators regularly analyze assessment data to inform instruction ED2 - Collaboration among staff to share literacy strategies and student progress ED3 - Teachers adapting instruction responsively to student needs ED4 - Consistent use of formative assessments and progress monitoring	TD1 - Use of targeted small-group instruction based on assessment results TD2 - Classroom use of structured literacy approaches (e.g., decodable texts) TD3 - Literacy tasks embedding oral language development and comprehension strategies TD4 - Integration of literacy across subject areas with culturally relevant materials	LD1 - Leaders facilitate access to literacy professional learning and coaching LD2 - Leaders monitor school-wide literacy progress and resource allocation LD3 - Leaders communicate literacy goals and celebrate student growth school-wide LD4 - Leaders guide data conversations and support instructional improvement plans

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...

Professional Development Days:

- Provide training on trauma-informed practices, inclusive classroom strategies, and structured literacy (including the science of reading and DIBELS data interpretation).
- Deepen staff capacity with Indigenous-informed practices such as circle talk for community-building and problem-solving.

Collaborative time:

- Use literacy assessment data (e.g., DIBELS, PM Benchmarks, F&P) to identify student needs and co-plan responsive small-group instruction.
- Share student stories and discuss strategies that build classroom connection and regulation.

Staff Meetings:

- Engage in case studies focused on student belonging and literacy growth.
- Share practical classroom examples of circle practice, UDL strategies, and high impact reading interventions.

Conferences/Other PD Structures:

- Encourage staff participation in district-supported literacy conferences or sessions on relational approaches to teaching and restorative practices.

Other Structures:

- circle-based practice focus
- Leadership-led classroom visits with feedback loops for relational and literacy practice.

So, we can design and implement...

- School-wide circle talk routines and community-building practices.
- Targeted small-group literacy instruction plans aligned to assessment data.
- Common strategies and anchor charts for self-regulation and social problem-solving.
- Literacy blocks that integrate explicit instruction in phonemic awareness, decoding, and fluency.

Then we will observe educators DOING AND DEMONSTRATING:

- Leading regular community circles and restorative conversations.
- Using DIBELS and other assessment data to group students and adjust literacy instruction in real time.
- Integrating trauma-informed language and regulation strategies into daily practice.
- Collaborating in teams to co-plan and reflect on literacy and SEL strategies

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Circle talk sessions embedded into weekly routines for relationship building and problem-solving.
- Small group literacy instruction with decodable texts, word work, and reading fluency practice.
- Learning tasks that incorporate student voice, identity, and opportunities to co-regulate.
- Ongoing formative literacy assessments used visibly to guide instruction.

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

- Increased participation, emotional regulation, and prosocial behaviour in classroom activities.
- Confidence and stamina in reading and writing tasks.
- Improved decoding, fluency, and comprehension in reading.
- Ownership of learning, including using strategies independently and advocating for support.

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

- Growth in DIBELS scores and classroom-based literacy assessments.
- Decrease in behaviour incidents and increased student reports of belonging (via surveys or classroom check-ins).
- Improved literacy outcomes across class and grade cohorts.
- Increased educator confidence and consistency in implementing inclusive and evidence-based practices.

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:

- Check-Ins During Staff Meetings:
We will dedicate time during monthly staff meetings to reflect on both our belonging and literacy goals. This includes sharing successes, naming challenges, and collaborative problem-solving. For literacy, this may include looking at short-cycle data (e.g., DIBELS progress monitoring), while for belonging, it may include reviewing student stories or SEL reflections.
- Use of the 4S Heat Check Protocol (Safety, Support, Skills, Sustainability):
Staff will engage in 4S Heat Checks 3 times per year to self-assess and reflect on their confidence and progress in implementing key practices (e.g., circle talk, structured literacy strategies). This will guide leadership in differentiating support and pacing.
- CTT Reflection Templates:
Collaborative Team Time (CTT) sessions will include structured reflection templates for teams to document:
 - What instructional changes were made;
 - What student evidence was observed;
 - What supports are needed next.

OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE(S): May 28, 2025

[LINK TO PRESENTATION TEMPLATE/STRATEGY REVIEW](#)

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 14, 2025

