



# SCHOOL IMPACT PLAN



**Bowser Elementary School**  
**2024-25**



### **SECTION 1 - OUR CONTEXT:**

*Bowser Elementary is a scenic rural school residing in the traditional grounds of the Qualicum First Nations. Our school catchment covers over 100 square kms and possesses an enrollment of approximately 186 students, with 8 learning environments, 2 administrators, 3 non-enrolling staff, and 12 support staff. Demographically it is situated in a low to middle economic area with generous community spirit. Staff work very hard to provide for all students with socio- emotional and attendance challenges, while at the same time, aim for strong personal and academic growth.*

### **SECTION 2 - School Goal/Area of Focus:**

**“If we are fostering an inclusive & equitable school community at the highest level, we will be able to see & hear our students communicating for what they need to be successful (academically, socially, and socio-emotionally).”**

As a new incoming Principal and many temporary staff in undetermined short-term assignments to begin this past school year, it became very evident early in September that we as a staff needed to work together through a collective effort to begin the process of producing meaningful school goals that accurately reflected the **“one thing we (BES school community) want to really well”** - direct advice from Cale Birk, Aug 2023.

For this reason and for the past 8 months, our school admin team along with teaching and support staff, dedicated all our of professional efforts and time in co-creating and co-identifying clear goals to further strengthen our school focus by tuning our data dashboard, standardizing school-based team processes, and in aligning our school goals with our school district strategic plan and First Peoples Principles of Learning in hopes of creating an school environment where all students can be supported in their learning, regardless of staff turnover and/or diverse abilities.

We have been actively involved in determining our focus area and/or class and school goals through a variety of assessment modalities including: fall “assessment week” in getting to know our learners, class review process, Learning Updates, portfolios, student self-assessments, grade-wide assessments, district assessments, FSA’s, SBT referrals, attendance tracking, Learning Grant goals, Needs Response Team (NRT) goals, staff meetings discussion regarding school goals and needs, EA meeting discussions, PAC meetings, Pro-D and professional learning opportunities (school and district), and ongoing mentorship opportunities with our district teaching and learning team.

Some observations we noticed that led us to this area of focus include: siloed learning environments, lack of current and ongoing student data and assessment-based practices currently used in planning and/or collaboration, prominent attendance issues, low parent engagement, high staff turnover leading to individualized assessment practices and limited data collection school-wide, and a general lack of evidence and data including student input (voice & choice) into assessment strategies and practices.

As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge is to **“improve our educators’ ability and universal classroom design strategies to support our student’s ability to communicate for what they need to be successful (tool/strategy/entry point).”**



### BES School Impact Plan (2024)

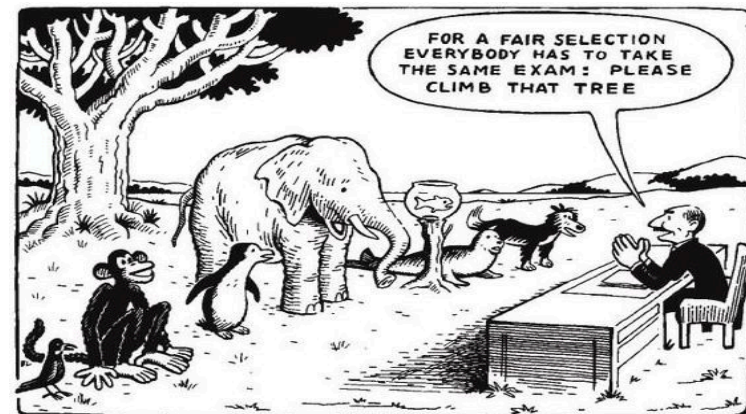
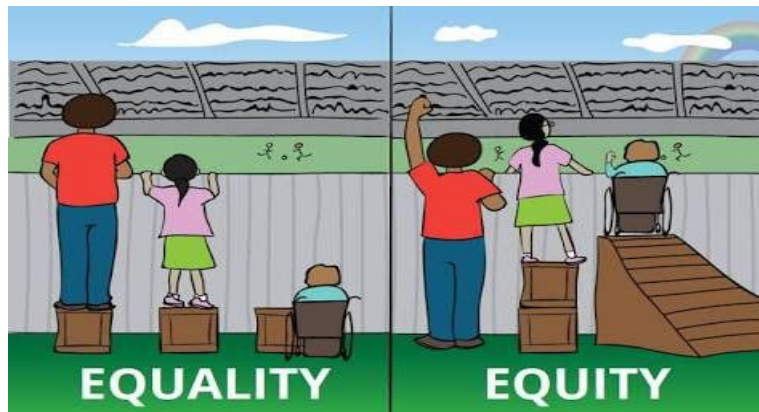
**School Goal – If we are fostering an inclusive & equitable school community at the highest level, we will be able to see & hear our students communicating for what they need to be successful (academically, socially, and socio-emotionally).**

If <b>STUDENTS (S)</b> were DOING and DEMONSTRATING this goal at the <u>highest level</u> , we would observe them:	To enable students to DO and DEMONSTRATE this goal at the <u>highest level</u> , we would observe <b>EDUCATORS (E)</b> :
<p>S1. Be able to self-advocate by choosing a tool to help them on a consistent basis.</p> <p>S2. Be able to share WHAT they are learning on a consistent basis.</p> <p>S3. Be able to share WHY their learning is important on a consistent basis.</p> <p>S4. Be able to “read the room” before asking for help, and/or ask for help in a manner that is mindful of others.</p>	<p>E1. Explicitly teach and demonstrate universal “tools” that are available to ALL students on an equitable basis by using the following: Universal classroom supports, We Thinkers program, Zones of Regulation, monitor-practice-repeat, etc.</p> <p>E2. Share learning intentions and reflections at the beginning, middle, and end of lessons/units, ways in which they connect to their lives, and offer opportunities for self and group reflections throughout.</p> <p>E3. Co-create learning &amp; assessment expectations with students, and establish real-world connections by offering multiple means to share their learning/knowledge.</p> <p>E4. Setting and modeling expectations for “reading the room” before asking for help, and strategies for asking for help (from teacher or peers) that is “mindful of others”.</p>



**Types of TASKS/ACTIVITIES/ASSESSMENTS (T) that we would see in classrooms that would allow us to observe students DOING and DEMONSTRATING this goal at the highest level"**

- T1. Whole group STEM tasks/activities and allow students to “try out” and “play with” universal support “tools”.
- T2. Ongoing and consistent small group and class-wide discussions to share ideas/opinions on a variety of topics, with opportunities for students to give and receive feedback. (ie. 4 min Feedback Triads)
- T3. Tasks/activities that enable students to work confidently with “tech tools” to access learning in multiple ways.
- T4. Learning games that require students to communicate and collaborate towards a common goal.
- T5. Numeracy centers that allow multiple tasks/activities for students to play with numbers.
- T6. Tasks/Activities that allow students to model & co-create goals, reflections, and expectations in regards to “how to communicate effectively when we need help”.
- T7. “Get to know you as a learner” tasks/activities that allow staff & students to co-create a list of universal supports where students feel safe to use them.





Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity based evidence (TD)
SD1 - Student samples, self-assessments, self-reflections & anecdotal teacher observations SD2 – Formative Numeracy & Literacy Assessments SD3 – District & Grade like Data (FSA, DRA, SWW)	ED1 – Class Review process & discussion (recognising individual strengths/stretch and strategies for supporting all learners) ED2 – Multiple assessment modalities to monitor growth over time ED3 - District & Grade like Data (FSA, DRA, SWW)	TD1 – Collecting data (ongoing) and studying data trends TD2 – Assessment tasks/activities that allow students to demonstrate their growth over time TD3 – Professional learning around “assessment for learning”

### **SECTION 5 - 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 work with District Teaching & Learning team to strengthen our universal classroom designs and in collaborating with other schools
- Focus on powerful assessment practices as professional learning and reflection through NRT focus & goals
- Continue to involve students in building classroom assessments (voice & choice)

#### **So we can design and implement...**

- Powerful professional learning opportunities and meaningful discussion for teachers around how students can be successful at communicating for what they need to be successful.
- Provide NRT collaboration and mentorship time to support opportunities to co-create assessments, criteria, and continuums
- Align common assessment language and understanding “school-wide” language and expectations for teaching & learning.

#### **Then we will observe educators DOING AND DEMONSTRATING:**

- More assessment language used/heard in planning, collaboration, and in class discussions (with students)
- Inviting students into assessment discussions in hopes of fostering student efficacy in their learning
- Mentorship & collaboration opportunities with other schools

#### **And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:**

- Co-create learning activities with learners to provide various options for engagement



- Survey students about their interests, strengths and needs then incorporate that into the lesson planning
- Inquiry based projects & choice menus with increase in activities involving gathering & triangulation data (observations, discussions, presentations of learning) with less dependency on “products”

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

- Be able to tell us “what they are learning, why is it important, and where to go next” and be able to set challenging learning goals for themselves
- Learn how to sustain effort and resiliency in their learning by monitoring and regulating distractions
- Recognize the learning tools that can support their learning and identifying strengths and stretches by monitoring their own progress and self-assessing their learning (on an ongoing basis)

**And our Triangulated DATA/EVIDENCE will show:**

- **Products** - formal assessment, student projects, student self-reflections, celebrations of learning
- **Observations** - teacher evaluations, class observations, admin & district support staff “visits”
- **Communication** - student/teacher discussions, parent meetings, celebrations of learning “feedback”

**SECTION 6 - 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:

- Use class reviews to create a goal that supports our focus on students being able to communicate at the highest level.
- Work with students and staff to co-create individual goals that students can self-reflect and create steps towards being able to communicate at the highest level.
- Engage in ongoing self reflection and goal setting towards being able to communicate at the highest level.
- Having monthly opportunities for staff to check- in and share results in staff meetings with NRT cohorts.
- Collect and respond to data/themes from student self assessments, teacher assessment and surveys in regard to our school goal.
- Continue to support and participate in school-wide and district-wide assessments that allow staff to review and reflect on school goals.

**OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE: May 14, 2024**

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

**OUR DISTRICT PRESENTATION OF IMPACT DATE: May 13, 2024**