



SCHOOL IMPACT PLAN



Bowser Elementary School
2025-26



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 (2025-26)

With so many new staff this past year, including Vice Principal, counselor, CYCW, and 5 of 8 new classroom teachers, it became very evident early in September that we as a staff needed to work together through a collective effort to continue the process of producing meaningful school goals that accurately reflected the ideal “inclusive and equitable” community that we hoped to build.

For this reason and for the past 8 months, our school admin team along with teaching and support staff, dedicated all of our professional efforts and time in refining our co-created school and student goals by “digging deeper” in our work though building a “culture of collaboration”. Some of the systems we put in place to do this work was the following: converting the library into a “Learning Commons” as a purposeful area for student and staff collaboration, used our NRT/Collab time to work with groups of staff around their “problems of practice” in hopes of moving towards more “adaptive” solutions , fine tuned our data dashboard to expose areas in need of support, standardized school-based team processes and efficiency, and made more of an effort to align our school goals with our school district strategic plan and First Peoples Principles of Learning in hopes of creating a school environment where ALL students can be supported in their learning, regardless of future staff turnover and/or diverse abilities.

Furthermore, we have continued to be 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, Needs Response Team (NRT) goals and consistent collaboration, ongoing and dedicated staff meeting discussions regarding school student goals, EA meeting discussions, PAC meetings, 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: high professional staff turnover for the past 2 years, siloed learning environments leading to individualized assessment practices and limited data collection school-wide, lack of current and ongoing student data and assessment-based practices currently used in planning and/or collaboration, prominent attendance issues, low parent engagement, and a general lack of evidence and data including student input (voice & choice) into assessment strategies and practices.



BES School Impact Plan 2025-26 (Draft)

"If we are fostering an inclusive and equitable school community at the highest level, we will be able to see and hear our students reflecting on their literacy skills by sharing: WHAT they are learning, WHY it's important, and what are their NEXT STEPS."

If STUDENTS (S) 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 EDUCATORS (E) :
<p>S1 - skillfully using co-created criteria to assess a given literacy task.</p> <p>S2 - connecting literacy learning to their own interests across the curriculum</p> <p>S3 - regularly self-assessing and reflecting on a variety of literacy tasks.</p> <p>S4 - articulating their next steps in learning and identifying strategies and tools that will help them to grow.</p>	<p>E1 - Co-create clear criteria with students at their level of understanding (consider using visuals.)</p> <p>E2 - Connect literacy learning to student interests and plan access points for all students in literacy learning across the curriculum.</p> <p>E3 - Embed self-assessment and reflection into literacy tasks and track on a weekly basis.</p> <p>E4 - Provide opportunities for student goal setting and for them to reflect on and adjust their goals.</p>



Types of TASKS/ACTIVITIES/ASSESSMENTS (T) that we would see in classrooms that would allow us to observe students DOING and DEMONSTRATING these goals at the <u>highest level:</u> "	To enable students to DO and DEMONSTRATE this goal at the <u>highest level</u> , we would observe LEADERS (L) doing:
<p>T1 - Build criteria such as rubrics, checklists, charts, and visuals with students; practice using them regularly.</p> <p>T2—Provide choices in topics and in how students demonstrate their literacy knowledge across the curriculum, for example, passion projects, inquiry, open-ended tasks, and creative “think out of the box” tasks. Also, include choices in how to represent the learning, e.g., orally, using tech, hands-on projects, etc.</p> <p>T3 - Use ticket out the door, pair and share, reflection journals, red, yellow, and green light, and other strategies to make self-assessment/ reflection part of the daily routine.</p> <p>T4 - Use portfolios, rubrics, learning ladders, literacy conferencing, etc., to assist students in creating meaningful literacy goals and next steps.</p>	<p>L1. Support & facilitate opportunities to collaborate on our school goal on a regular & ongoing basis, and build into the school day.</p> <p>L2. Provide & support professional learning opportunities that support class goals, school impact plan goals, and our school goal.</p> <p>L3. Provide & support ongoing opportunities for teacher mentorship and/or regular co-teaching and allocate resources & budget to support the school impact plan goal & Collab goals.</p> <p>L4. Provide & facilitate regular “in-service” opportunities at staff meetings that allow for meaningful staff discussions about our school goal.</p>



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/stretchers 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 our LST and Collaboration teams to strengthen our understanding of “self-assessment” and “reflection” practices in Literacy in Grades K-7.
- Continue to work with District Learning Support team to strengthen our understanding of universal classroom designs and in collaborating with other schools.
- Continue to focus on powerful assessment practices as professional learning and reflection through Collaboration focus & goals.
- Continue to involve students in building classroom assessments using “voice & choice” to help students reflect on their learning.

So we can design and implement...

- Powerful professional learning opportunities and meaningful discussion for teachers through “collaboration” around how students can be successful at reflecting on their learning and communicating for what they need to be successful.
- Provide “collaboration” and mentorship time (in the timetable) 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 self-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 students to provide various options for engagement.
- Survey students (in an ongoing manner) 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 self-assess in literacy activities by telling 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 identify strengths and stretches by monitoring their own progress and self-assessing their learning (on an ongoing basis).

And our Triangulated DATA/EVIDENCE will show:

- **Evidence** - 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, 2025

[LINK TO BES SCHOOL IMPACT PLAN PRESENTATION 2024-25](#)

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 13, 2025

OUR DISTRICT PRESENTATION OF IMPACT DOCUMENT DUE DATE: May 31, 2025