

# SCHOOL IMPACT PLAN



## Writing and Numeracy

BOWSER ELEMENTARY SCHOOL

2023 - 2024

***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 possesses an enrolment of approximately 200 students. 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 challenges while aiming for strong academic growth.***

*Staff was presented with an Inverted Y template at a staff meeting to brainstorm what they deducted was the need in the field of student writing. Staff had been reminded earlier to spend some time looking over their classroom assessments in order to focus their conclusions. Staff were categorized into three areas to discuss their findings and set possible goals on chart paper depending on their grade area. Grade Wide write data that took place earlier in the year as well as Grade 4 and Grade 7 FSA results were included in discussions. Themes were identified and focused in on. Class based data such as class writes, benchmarks and writing samples were brought into the discussion.*

*In numeracy, teachers were able to plot out concerns through own assessments and observations. As a result of this as well as formative assessments in the fall such as Island Numeracy assessments and FSA, there was a hunch that more attention needs to be focused on a scope and sequence for numeracy throughout the grades with more resources that target deficiencies.*

As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge is to have:

- 1) All students can make thinking observable by using strategies in writing
- 2) All students can articulate where they are, what's next and how to meet criteria

Numeracy –

- 1) All students can identify the goal of identifying the concept in math
- 2) All students can increase perseverance in working on numeracy activities

Goal #1 - Writing

Our (S) students would be..	Our (E) educators would be...	Our (T) tasks activities and assessments in our classrooms would look like...
<p>S1 – making their thinking observable</p> <p>S2 – articulating where they are, what’s next and how to meet criteria</p> <p>S3- Persevering in their writing goals</p>	<p>E1</p> <ul style="list-style-type: none"> <li>- Writing checklists – first this, then next use Ready Do Done.</li> <li>- Provide exemplars of writing prompt</li> </ul> <p>E2</p> <ul style="list-style-type: none"> <li>- Co create writing criteria</li> <li>- Monitoring student goals in writing</li> <li>- Provide descriptive feedback to students</li> </ul> <p>E3</p> <ul style="list-style-type: none"> <li>- Monitoring for progress with standards</li> <li>- Build stamina and resilience by providing multiple opportunities to write throughout the week</li> </ul>	<p>T1</p> <ul style="list-style-type: none"> <li>- Using portfolios to self reflect on their writing and see their growth as it compares to the writing criteria</li> </ul> <p>T2</p> <ul style="list-style-type: none"> <li>- Assessing whether goals were met</li> <li>- Direct support for student who need additional supports for their goal</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>- Look for growth in amount and quality of writing</li> </ul>

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

**Writing**

The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below):  
*(NOTE: try to keep these to a limited number of highly observable descriptors written in audience-friendly language.)*

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
<p>SD1 – Formative Writing samples / Grade Wide Writes (Previous Gr. 4 and 7 FSA results)</p> <p>SD2 students will be able to access supports that will assist them in the writing</p>	<p>ED1</p> <ul style="list-style-type: none"> <li>- Triangulating Data</li> <li>- Student samples</li> <li>- Collaborating on writing strategies</li> </ul> <p>ED2</p> <ul style="list-style-type: none"> <li>- Collaboration on strategies and lesson planning</li> <li>- Opportunities for expressing writing using a variety of student choice</li> <li>- Introduce strategies and resources that will support students wrtining (speech to text tools, assistive technology, sentence prompts) UDL supports</li> </ul>	<p>TD1</p> <ul style="list-style-type: none"> <li>- Reviewing evidence of progress – increase in number of students who are proficient in writing</li> </ul> <p>TD2</p> <ul style="list-style-type: none"> <li>- Examining Spring Writing Results</li> <li>- Checking to see if students are more comfortable with previous barriers as student use accessible resources to support their writing</li> </ul>

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

**Numeracy**

The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below):  
*(NOTE: try to keep these to a limited number of highly observable descriptors written in audience-friendly language.)*

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
<p>SD1 – Formative Numeracy Assessments</p> <p>SD2 – Previous Gr. 4 and 7 FSA results</p>	<p>ED1 – Island Numeracy District assessments 3/5</p> <p>ED2 – FSA Grades 4 and 7</p>	<p>TD1 – Comparing assessment results for grade trends</p>

SD3 – Teacher observations in Fall SD4 – Student comfort in assessment practices	ED3 – Student samples ED4 P:rimary (Gr 3 assessment)	TD2 – Exploring resources for grade level TD3 – Time to implement common strategies for focusing in on targeted areas of numeracy TD4 – Constructing Rubrics with school
Our (S) students would be..	Our (E) educators would be...	Our (T) tasks activities and assessments in our classrooms would look like...
S1 – using numeracy language to solve problems across multiple subjects S2 – Utilizing Self -assessments of math confidence and growth mindset S3- Using common rubrics (District?) S4- Explaining how manipulatives and concrete objects can explain math concepts	E1 – Co Creating criteria E2 – Provide universal math lessons using such resources as Peter Liljedahl: Building Thinking Classrooms, First Steps in Mathematics E3 – Establishing Standards – Using BC Curriculum E4 – utilizing common assessments (District?)	T1 – All students making their thinking visible T2 – All students articulating where they are and what’s next and how to meet criteria T3 – Tasks that offer more success T4 – Taks where students can initiate and complete with a high level of competency

### 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...**

- *Co create curricula*
- *Provide rich math lessons using such resources as Peter Liljedahl: Building Thinking Classrooms, First Steps in Mathematics*
- *Establishing Standards – Using BC Curriculum and?*
- *Utilize Common Assessments?*

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

- *Research on resources and conversations on PD days*
- *Examining common assessment results staff meetings*
- *Strategizing action on collaboration times*

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

- Using If/Then statements...If I do this, Then I expect to see
- Using When/Then - When I do this, Then I notice...
- Inclusive lessons that allow many points of access
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**And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:**

- Goal based tasks
- *Multi level entry points*

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

- Starting and completing tasks to a high level of proficiency
- Able to make thinking visible, know what they are doing, why it matters, and what is next for them

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

- **Increase in number of students on Proficient or Extending levels**
- **Increase in number of students meeting expectations on FSA and Island Math assessment**

**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:

*Questions to consider:*

- *School Wide assessments / Fall and Spring assessments /Review of FSA data feedback*
- *Collaborative time targeting progress*
- *Dedicated time at particular staff meetings to collaborate on evidence or progress to date*

**OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE(S): June 2023**

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

**OUR DISTRICT PRESENTATION OF IMPACT DATE: May 9 2023**