

SCHOOL IMPACT PLAN TEMPLATE



ERRINGTON ELEMENTARY SCHOOL
2025-2026

SECTION 1 - OUR CONTEXT

Errington Elementary School is a rural school with some of the complexities of an inner-city school. EES has a strong, committed staff, who understand the circumstances of our children and families. Our staff applies a trauma-informed lens in their practice, and we have a strong focus on social/emotional learning. We build instructional skills that are informed by brain-based learning, and we aim to provide universal supports for all students.

Our classrooms are supported by our Learning Support Team through a cohort model. Our work in cohorts allows for continuity of adult support and relationship building. We have continued supporting literacy development, including reading, writing and communication skills; however, through our FSA and district data, we recognized a need for more numeracy focus, and our plans are to continue collaboration with numeracy next school year, and learn more about the new literacy screeners that will be implemented with an eye on using these to help us focus our literacy interventions.

SECTION 2 - OUR AREA OF FOCUS/RATIONALE:

To Learn: Students will focus on developing critical thinking skills

- Teaching staff was involved in determining the focus area through our class review process in the fall.
- Different members of our school community provided input through: staff review process, staff collaboration time at meetings, which included our EA staff, PD opportunities, and PAC meetings.
- The staff observed students DOING and DEMONSTRATING in
 - Classroom data from our learning updates indicate the majority of our students are demonstrating that they are developing or proficient in both literacy and numeracy across all grades.
 - Classroom-based assessment data/grade level-based assessment data also indicate the majority of students are developing or proficient in the areas of literacy and numeracy.
 - District/provincial based assessment data indicate challenges. Our Grade 4 literacy data for 2024-2025, show that 7% of our students are emerging, 63% of our students are on-track and 19.5% are extending. Our Grade 7 literacy data indicate 7.5% of our learners are emerging, 70% are on-track and 2.5% are extending. Our numeracy data indicates improvements over last year, which we are pleased with. Our Grade 4 numeracy data for 2025-2026, show 2.5% of our learners are emerging, 78% are on-track and 9.5% are extending. Our Grade 7 data, however, continues to show concerns: 37.5% of our students are emerging 40% are on-track and 2.5% are extending.
 - Anecdotally, we are continuing to find that many students feel frustrated with numeracy. We are noticing our intermediate students lack number sense, and they struggle with critical thinking and problem-solving activities that are not connected to real life problems.

As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge is to improve students' competency and

confidence in numeracy by increasing our open-ended questions to spark curiosity and critical thinking.

OBSERVABLE VISION FOR SUCCESS IN CRITICAL THINKING

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...
<p>S1 – Ask questions and connect to prior knowledge.</p> <p>S2 – Integrate knowledge, apply understanding, initiate, and complete tasks.</p> <p>S3- Make choices about their learning.</p> <p>S4- Use strategies and tools.</p>	<p>E1 – Provide opportunities for real life problem-solving/inquiry and foster a classroom culture that encourages curiosity.</p> <p>E2 –Create tasks that require analysis, evaluation, and synthesis, facilitate collaboration, and provide clear instructions and explicitly teach task initiation skills to break down complex tasks into smaller steps.</p> <p>E3 – Create a Choice-Rich Environment and provide multiple entry points by offering options and flexible assignments, provide guidance in decision-making so that students know the pros and cons of different strategies, provide personalized guidance and regular check-ins, foster ownership, and reflective practices.</p>	<p>T1 – Provide problems that connect ideas across contexts: use KWL charts, brainstorming sessions, Think-Pair-Share, make personal connections, analogies and metaphors, storytelling, and graphic organizers.</p> <p>T2 – Provide opportunities for exploration and investigation that allow students to retrieve prior knowledge, interleave topics for skills practice, are real-world tasks and interdisciplinary in nature.</p> <p>T3 – Work that demonstrates connections including creating a story where a choice changes the outcome, practice decision-making, roleplay, and group debates.</p> <p>T4 – Provide authentic learning activities that students can connect to practice selecting and</p>

	E4 – Provide and guide appropriate tool selection and flexibility and student choices.	advocating for their learning needs.
<p align="center">OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN CRITICAL THINKING IN NUMERACY</p> <p align="center">The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below): <i>(NOTE: try to keep these to a limited number of highly observable descriptors written in audience-friendly language.)</i></p>		
Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
SD1 – Classroom inventories and assessments (K-7) SD2 – FSA – Grade 4 and 7 SD3 – DWW – Grade 5 SD4 – INN – Grade 6 Numeracy	ED1 – Reviewing classroom trends and adjusting lessons appropriately. ED2 – Would review previous data and become familiar with FSA assessment questions and competencies. ED3 – would design in-class activities promote writing rigour creativity. ED4 -would design in-class activities to support numeracy skills and competencies.	TD1 – Tasks will focus on developing skills in areas that are stretches for students. TD2 – Ensure student practice familiarizes them with the FSA-type problem solving. TD3 – authentic writing practice opportunities to develop writing skills and stamina. TD4 – tasks would align with the competencies covered in the INN 6.
<p align="center">OUR IMPACT STATEMENT AND LEARNING PLAN:</p> <p>To address this instructional challenge in our classrooms, we have developed the following impact statement and learning plan for our staff.</p> <p>If we do the following...</p> <ul style="list-style-type: none"> • <i>Engage in district PD and continue with the learning this year from Carole Fullerton</i> • <i>Create opportunities for teacher collaboration in numeracy</i> • <i>Use staff meeting collaborative time for a focused inquiry on critical thinking skills</i> 		

- *Create opportunities for staff to participate in learning rounds*
- *Encourage teachers to increase the number of minutes daily they spend on numeracy practice and talk*

So we can design and implement...

- *More engaging numeracy lessons that allow for open ended questions, solving problems collaboratively...*

Then we will observe educators DOING AND DEMONSTRATING:

- Providing students with multiple ways to solve problems.
- Providing students with active and hands-on opportunities including manipulatives

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Problem solving and cooperative games for students to practice concepts.
- Vertical surface learning and other kinesthetic options

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

- Improved understanding of concepts and applying knowledge to real life problems.
- Improved engagement and confidence in numeracy.

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

- Increase of “on track” and “extending” FSA results for Grade 4 and 7 students.
- Improvement of student results in foundational skills over time in class-based assessments.

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:

- *What are your formative checkpoints with staff? Implementing staff sharing at Staff Meetings successes and struggles.*
- *What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-in with teams, protocols you will use (ie. 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in): Use peer-learning partners and staff collaboration opportunities. Hoping to implement Learning Rounds next year to build capacity and share knowledge and strategies. Staff survey at the beginning and end of the year to gather information about their areas of growth and next steps.*

SECTION 2 - OUR AREA OF FOCUS/RATIONALE:

To Grow: Students will increase their capacity to regulate their emotions and behaviours

- Teaching staff was involved in determining the focus area through our class review process in the spring.
- DATA was collected by classroom teachers for one week from classroom teachers regarding the overall regulation of students.
- The staff observed students DOING and DEMONSTRATING in
 - Classroom data from a weeklong survey of classroom teachers indicated that 32% of students were demonstrating impulsive or hyperactive behaviour; 20% of students were demonstrating challenges with interpersonal issues including perspective taking; a further 20% of students were having challenges engaging in learning tasks.
 - Further analysis of student regulation indicated that our students were most regulated in our mid-morning session between recess and lunch recess. We found the most challenges with regulation in the afternoon learning time, after lunch recess; however, 15% of students demonstrated challenges with regulation first thing in the morning.
 - Anecdotally, we are continuing to find that a number of students are consistently having challenges regulating their emotions. We are noticing that many children need support with peer negative peer interactions and problem-solving, and when time is taken to listen, students are able to regulate and respond much better
 - As a whole, the school has stepped away from its focus on the neurosequential model from Bruce Perry's work. We are wanting to re-establish our trauma informed lens and ensure that all staff build an understanding of the 3 R's: regulate, relate and reason.

As a result of what we are observing in our classrooms and on the playground, our second instructional challenge is to improve students' competency and confidence in self-regulation.

OBSERVABLE VISION FOR SUCCESS IN SELF-REGULATION

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...
S1 – Able to state how they are feeling S2 – Identify when they are moving away from a regulated state	E1 – Providing class with vocabulary to help understand feelings E2 – Model and narrate self-regulation	T1 – daily check ins/ visuals T2 – Embedded opportunities for movement, mindfulness and sensory breaks

<p>S3- Use co-regulation strategies with trusted adults when needed</p> <p>S4- Use personal strategies and tools to help them return to a regulated state.</p>	<p>strategies/ use social stories as appropriate</p> <p>E3 – Respond to dysregulation with curiosity and flexibility</p> <p>E4 – Use specific relate, regulate and reason strategies as outlined by Bruce Perry’s Neurosequential Model</p>	<p>T3 – Tasks with flexible formats to support emotional readiness</p> <p>T4 – Learning tasks that explicitly teach and practice emotional literacy and problem-solving skills</p>
<p align="center">OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN SELF-REGULATION</p> <p align="center">The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below): <i>(NOTE: try to keep these to a limited number of highly observable descriptors written in audience-friendly language.)</i></p>		
Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
<p>SD1 – Students can identify their zone of regulation</p> <p>SD2 – Student Survey Data – Gr. 4/7</p>	<p>ED1 – Staff survey at three points throughout the year measuring student regulation</p> <p>ED2 – Would review previous data and become familiar with Student Survey Data.</p> <p>ED3 – would design in-class activities promote regulation and relationship building and use a trauma informed lens</p> <p>ED4 -would design in-class activities to support social problem-solving</p>	<p>TD1 – Tasks will focus on developing skills such as Brain Boosters.</p> <p>TD2 – Ensure students are connected to at least 2 adults in the building</p> <p>TD3 – authentic practice opportunities to develop social skills and stamina.</p> <p>TD4 – tasks would align with personal/social core competencies</p>
<p align="center">OUR IMPACT STATEMENT AND LEARNING PLAN:</p>		

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...

- *Engage in district PD and build common language around trauma informed practices and regulation*
- *Create opportunities for teacher collaboration in classroom regulation strategies*
- *Use staff meeting collaborative time for a focused inquiry on trauma informed practices*
- *Create opportunities for staff to participate in developing social stories and problem-solving skills*
- *Use Bruce Perry's Brain Boosters as a regular part of class routines*

So we can design and implement...

- *Consistency with school-wide language to help build student relationships*

Then we will observe educators DOING AND DEMONSTRATING:

- Providing students with multiple ways to solve problems
- Providing students with consistent language

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Problem solving and cooperative games for students to practice concepts
- Use of visuals to help students identify how they are feeling

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

- Improved understanding of concepts and applying knowledge to real life problems
- Improved self-regulation and relationships with peers

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

- Increase in student's ability to be engaged in learning opportunities at school
- Decrease in physical/verbal altercations between students

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:

- *What are your formative checkpoints with staff?* Implementing staff learning at staff meetings and checking in and re-visiting success with

strategies at monthly intervals for progress; staff sharing at Staff Meetings successes and struggles.

- *What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-in with teams, protocols you will use (ie. 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in):* Use peer-learning partners throughout the year and during staff collaboration opportunities. Rely on the distributed leadership of LSTs and classroom teachers next year to build capacity and share knowledge and strategies. Staff survey at the beginning and end of the year to gather information about their areas of growth and next steps.

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 13, 2025