



False Bay School



SCHOOL IMPACT PLAN 2024-25

*False Bay School resides on the traditional territory of the Qualicum, Sechelt,
Snaw'naw'as, and Tla'amin first nations*

SECTION 1 - OUR CONTEXT:



False Bay School is located on Lasqueti Island, off the eastside of Vancouver Island in the middle of the Salish Sea, and on four traditional shared territories including *Qualicum, Sechelt, Snaw'naw'as, and Tla'amin first nations*

Our small community school has two classrooms, a primary class Kindergarten to Grade 4, and an intermediate class Grade 5-9. This year the school also supported one Grade 10 students who learned a “hybrid model” of combining in-class learning, online learning, and volunteer work within the school.

SECTION 2 - OUR AREA OF FOCUS/RATIONALE:

Our area of focus for the 2024-25 school year continues to be **“using triangulated school data, district-wide data, and School District supports to strengthen our pedagogy in universally designing for ALL learners to be successful, regardless of age, grade, and/or abilities.”**

Acknowledging that this can be challenging work in our current reality of being located in an isolated community, with limited school supports, and high staff turn-over in the intermediate classroom, we brought in Jill Brown and Denise Spencer-Dahl from the School District Teaching and Learning Team to help support this work and to help facilitate collaborative opportunities with other schools, the District Resource Center, and for district-wide professional development.

Without the standard support teams that are available in other larger schools (learning support teams, counselling, child & youth care worker), we are striving to do a better job of tracking student learning & socio-emotional needs (over time), using this data as “assessment as learning” in supporting ALL learners in meeting them where they are at through meaningful pedagogy and instruction, and using the school-based team in building capacity and accessing district supports to best support ALL our learners.

This area of focus was co-created by our staff, students, and families through various discussions and ongoing observations over the past six years. With the intermediate classroom now having five different teachers over the past 5 years, there is a clear need to further strengthen the focus on building our school data dashboard and standardizing school-based team processes in hopes that all students can be tracked and supported in their learning, regardless of staff turnover.

Some observations we noticed that led us to this area of focus include: lack of current and ongoing student data and assessment-based practices currently used in planning and/or collaboration, high staff turnover over past 5 years leading to individualized assessment practices and limited data collection school-wide, and general lack of evidence and data including student input into assessment strategies.



SECTION 3 - OBSERVABLE VISION FOR SUCCESS IN

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 – able to articulate their learning goals and describe where they are at, why it's important to their lives, and where they need to go next.</p> <p>S2 – able to choose different tools and/or strategies to help them access their learning and meet their goals.</p>	<p>E1 – able to design tasks based on ongoing formative assessment and co-creating criteria, with next steps.</p> <p>E2 – able to offer, demonstrate, teach, and reinforcement multiple tools and/or strategies for students to access their learning and meet their goals.</p>	<p>T1 – tasks/activities/assessments that provide multiple access points and that may requires reflection and/or feedback on where they at, why it's important, and where they need to go next.</p> <p>T2 – tasks/activities/assessments that provide students multiple opportunities with choice in how to access their learning and how to meet their goals (in multiple modalities).</p>

SECTION 4 - OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN

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

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 “assessment as learning”
- 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 use “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:

- Fostering a professional learning community around ongoing “assessment as learning”
- Fostering ongoing conversations with students regarding their learning and self-assessment tools
- Continue to work with District & Learning Team to strengthen universal classroom practices and in designing for ALL learners, despite lack of school support teams
- Monthly admin visits & “bi-weekly” staff meetings; co-creating classroom goals through class reviews, NRT opportunities & collaboration opportunities
- Provide collaboration time for teachers to co-develop assessment tools & strategies
- Continue to promote assessment as a collaborative approach to track on-going growth

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

[Presentation Link](#)