



False Bay School



SCHOOL IMPACT PLAN

2025-2026

*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'now'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 secondary students who learned via CEAP and used the FBS facilities. They were supported by our intermediate teacher, and parent volunteers.

SECTION 2 - OUR AREA OF FOCUS/RATIONALE:

Our area of focus for the 2024-25 school year is creating learning environment where all learners are successful, regardless of age, grade, or abilities.

At False Bay School, we are committed to fostering a learning environment where all students experience success, regardless of age, grade level, or ability. Our multi-age classrooms and flexible teaching approaches allow students to engage in learning at their own pace, celebrate their strengths, and support one another in meaningful, cross-grade interactions.

This year, we have continued to prioritize inclusion through differentiated instruction and universal design. Teachers work closely with students to personalize learning experiences, encourage independence, and promote a sense of belonging for all. However, our context as a small K–9 school also presents unique challenges.

One of the ongoing difficulties we face is **collecting and analyzing data** that meaningfully reflects student growth, especially across diverse ages and ability levels. **Small class sizes**, while providing strong relationship-building opportunities, limit our ability to draw broader conclusions from data sets. Additionally, **not every student participates in standardized assessments**, which further complicates the collection of consistent, comparable achievement data across the school.

Changes in staffing throughout the year have also led to some interruptions in instructional continuity, requiring students and educators alike to adjust to new routines and expectations. **Varying levels of student participation**—particularly in self-assessment, goal setting, and classroom discussions—also influence how we capture and understand learning progress.

Despite these challenges, our commitment to student success remains unwavering. We continue to seek creative and responsive approaches that empower students, strengthen collaboration among staff, and refine our assessment practices. As we move forward, our goal remains clear: to nurture an inclusive, supportive learning environment where every student can thrive and be recognized for



their unique growth and contributions.

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,</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>



SWW)

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 Staff, Counsellors, SLP, SBT, to strengthen our universal classroom designs and in collaborating with other schools
- Focus on powerful assessment practices as professional learning
- 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”
- 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
- Provide collaboration time for teachers to co-develop assessment tools & strategies
- Continue to promote assessment as a collaborative approach to track on-going growth

[LINK: OUR INTERNAL, SCHOOL-BASED PRESENTATIONS](#)