

SCHOOL IMPACT PLAN



FOR Kwalikum Secondary School
2025-2026

SECTION 1 - OUR CONTEXT:

Kwalikum Secondary School is a grade 8-12 secondary school located on the unceded traditional territory of the Qualicum First Nation in Qualicum Beach, BC. The school has approximately 800 students. Ten percent of our population are international students from a variety of different countries. We have over ten percent of students who identify as Indigenous. Over 60% of students live rurally and are bused. Our school has fostered strong music, arts, and athletic programs along with strong connections to the local community.

SECTION 2 - OUR AREA OF FOCUS/RATIONALE

Briefly describe the process that you used to determine your area of focus. Questions to consider in this section:

- *Who was involved in determining the focus area?*
- *How did you hear the voices of different members of your school community?*
- *What were some of the observables that told you this needed to be an area of focus—in other words, what did the staff observe students DOING and DEMONSTRATING in*
 - *Classroom observation data?*
 - *Classroom-based assessment data/grade level-based assessment data?*
 - *District/provincial based assessment data?*
 - *Other evidence sources?*

Department groups determined independent focus areas. Departments took regular opportunities to review and reflect on their data, strategy share, and problem solve monthly. Structured departmental meetings were woven into staff meeting time with intentional data driven dialogue. Data included attendance, cell phone use surveys, provincial assessments.

Learning Focus:

Observable Impact connected to clear expectations and consistency - common values and the use of language; student development - working in and with curriculum; insufficient evidence and competency-based assessment; school identity and culture – forward progress, respectful communication and being preventative.

OBSERVABLE VISION FOR SUCCESS

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 – Demonstrating competency at their level	E1 – keeping engagement and consistent patterns at the forefront of planning and instruction	T1 – Allowing for voice and choice (allowing students to demonstrate curricular competencies a variety of ways)
S2- Choose appropriate self-regulation strategies and solve social problems with support	E2 – Explicitly teaching problem solving and communication skills and strategies.	T-2 Preventative presentations and instruction around social media and technology use. (digital citizenship, opportunities for social communication)

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN

Fostering a sense of belonging and connectedness at KSS with the hopes of improving overall attendance and engagement.

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)
SD1 – Student attendance patterns	ED1 – Correlation to class attendance patterns	TD1 – Use Ed Insight/MOE SSW site for data info/comparisons
SD2 – Student achievement results	ED2 – Correlation to student achievement results	TD2 – Creating choice-based activities that allow students to demonstrate competency to the highest proficiency
<p style="text-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>Build on our presentation of impact session from our May staff meeting and have more staff sharing sessions of strategies throughout the fall in DEPARTMENTAL groups</i> • <i>Co-create a staff learning plan to address the area of need <> as shown by the survey results and based on DEPARTMENTAL groups</i> • <i>Create more opportunities for staff to develop structures/understanding how we work with and in curriculum, DEPARTMENTALLY</i> • <i>Complete formative assessments for our grade 8 and 9 linear cohorts, build class profiles and decide on interventions and supports needed</i> <p>So we can design and implement...</p> <ul style="list-style-type: none"> • <i>Learning opportunities for all learners that are equitable.</i> <p>Then we will observe educators DOING AND DEMONSTRATING:</p> <ul style="list-style-type: none"> • Lessons that are designed with SEL best practice, engagement, representation and action/expression in mind (UDL principles) • Lessons that embed Indigenous ways of knowing and being into the curricular competencies <p>And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:</p> <ul style="list-style-type: none"> • Inquiry based or project-based assignments that allow for student choice • Tasks that are personally relevant or allow for personal connection <p>And as a result, we will observe learners DOING AND DEMONSTRATING:</p> <ul style="list-style-type: none"> • Building and demonstrating SEL competencies 		

- Goal setting, assessing their progress, and sharing next steps for their learning

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

- Increase in student attendance
- Increase in student achievement
- Reduction in student discipline events

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? Staff survey put out in late June to identify areas of learning focus for the 2025-2026 school year. Pull attendance data and student achievement data for comparison purposes and baseline information.*
- *What protocols will you use to ensure that the staff is moving forward? Sept. Review survey results with staff and gather information from any new staff. Decide collaboratively what we want to focus on for staff learning. Fall - Gather resources and outline a learning plan for DEPARTMENTAL collaboration and staff meetings. Winter – Implement DEPARTMENTAL collaboration plan. End of the year- Showcase of learning for Staff.*

OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE(S): May 28th, May 1st, 2025

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 13th, 2025