



NANOOSE BAY SCHOOL IMPACT PLAN 2024-2025

We acknowledge and respect that Nanoose Bay Elementary School is located on the un-ceded traditional lands of the Coast Salish people, specifically locally, the Snaw-Naw-As Nation. We have about 340 students in 15 divisions served by about 40 staff members.

Our impact plan with the goal of independence was created by the staff for the 2023 – 2024 school year. We used the class review process to set class goals in the fall, and students set personalized goals that they have reflected on through the year. In the Spring the staff revisited the Impact plan to reflect on the areas of strength and continued growth as a school. For the 2024 – 2025 school year, we are continuing our work towards this revised goal: Fostering student independence by empowering problem-solving and self-advocacy competencies that can be applied in academic and social settings. This will improve outcomes as readers, writers, problem solvers, and citizens

Our school data (Class review, EdPlan, SBT, NRT collaboration, student surveys) reflects these strengths and stretches:

- Selecting using appropriate tools or strategies across disciplines and challenges
- Students have some strategies and staff are able to scaffold
- There are a vast range of academic needs in every class
- Resilience in trying multiple ways to solve a problem in different environments
- Staff are willing learners and collaborators

OUR IMPACT STATEMENT AND LEARNING PLAN:

Fostering student independence by empowering problem-solving and self-advocacy competencies that can be applied in academic and social settings. This will improve outcomes as readers, writers, problem solvers, and citizens

If we:

- Plan for effective professional development and Needs Response Teams
- Use Data from the Class Review and EdPlan Insight to support plans for classrooms to work with students on identifying **one goal** for the class and themselves with a focus towards building independence
- Collaborate to develop common language
- Dedicate time in staff meetings to share feedback on class and student goals, collaborate on next steps
- Collect student reflections
- Common visuals and language across learning environments to support independence

Then we will observe educators:

- Leveraging common language to support transfer of competencies
- Actively collaborating with colleagues
- Guiding students in their growth and development towards meeting their goals

And we will observe:

- Student self reflections, use of strategy checklists
- Visuals in all environments with common messaging
- Data collection (self-reflections, fall and spring literacy and numeracy)

And as a result, we will observe learners:

- Setting meaningful and appropriate goals, developing strength in using a variety of tools and strategies and the ability to self assess on their successes, reflect on stretches
- identify next steps towards meeting their goals in becoming more independent.
- More students able to demonstrate independence to improve outcomes across the settings

And our evidence will show:

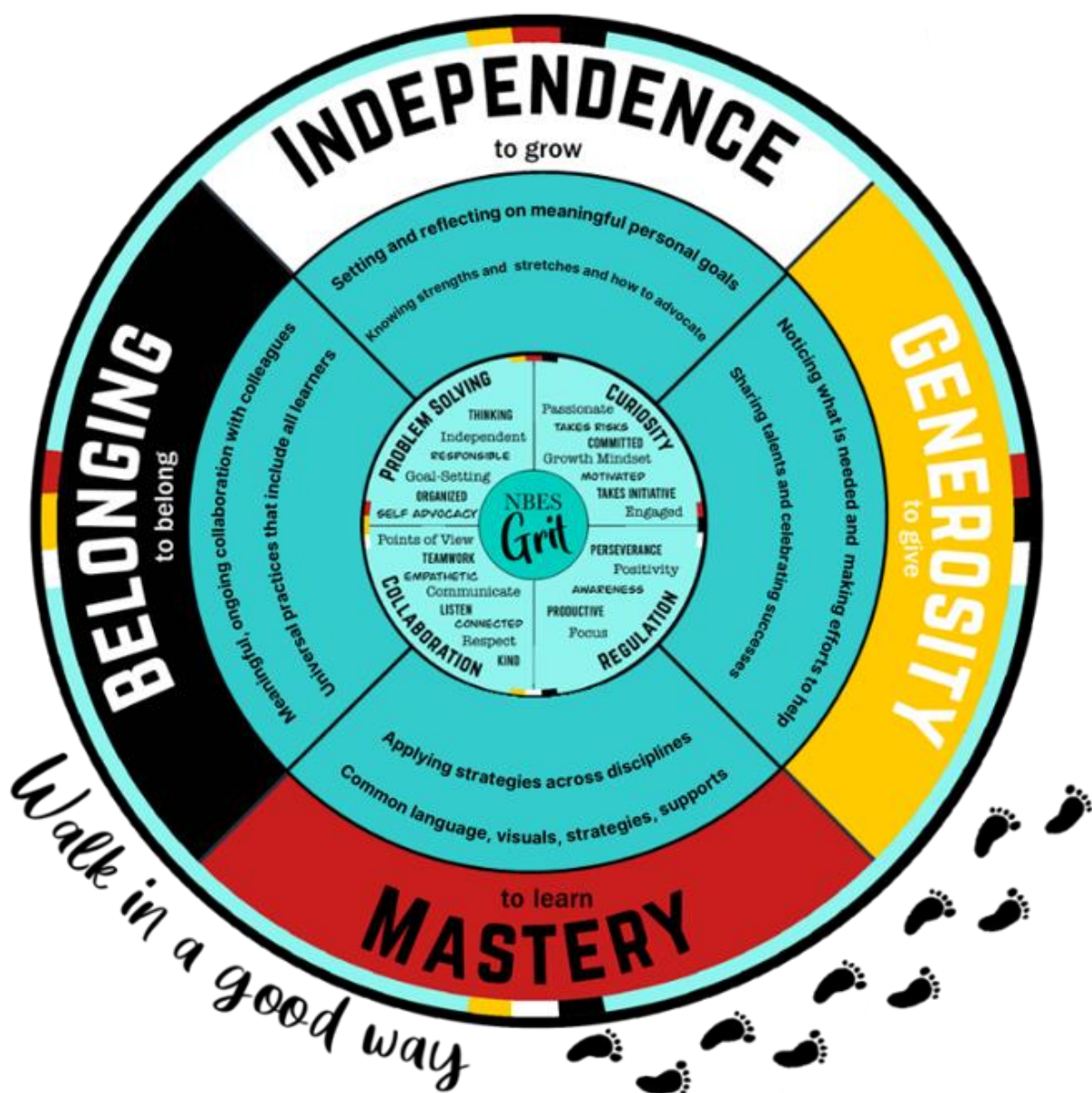
- Increased levels of independence by showing growth in problem solving abilities, self regulation strategies, collaboration and curiosity

Students will:	Educators will:	Tasks/Activities/ Assessments will:
set and reflect on meaningful goals.	model the steps for goal setting, support students in setting goals, and provide feedback.	use evidence to assess work, reflect on feedback and set appropriate goals in a variety of contexts
reliably use the tools, routines, and strategies that support their goals and learning	explicitly teach the tools, routines, and strategies to each student and create access to technology, visuals, tools	include authentic observations, reflections, checklists, conferences
recognize strengths and areas of focus in sustaining expected behavior, focus, and mindset	use UDL practices to reinforce growth mindset and scaffold learning	Use Growth Mindset resources and promote reflection on evidence across contexts
Students use flexible, creative, and critical thinking in order to solve problems across contexts	coach students to identify the problem and options for solving	use common language including: -Size of the problem -TWA -Core & Curricular Competencies -Zones of regulation

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:

- Use class reviews to create a goal that supports our focus on one aspect of building independence
- Work with students to co create individual goals that students can self reflect, and create steps towards being successful.
- Engage in ongoing self reflection and goal setting.
- Having monthly opportunities to check in and share in our cohorts and staff meetings.
- Collect and respond to data/themes from student self assessments, teacher assessment and surveys.
- Continue to support and participate in district assessments.



I am INDEPENDENT

I CAN SET AND REFLECT ON MEANINGFUL GOALS

Teachers can help me by modeling how, supporting me, and giving feedback

I CAN USE FLEXIBLE, CREATIVE, AND CRITICAL THINKING TO SOLVE A PROBLEM

Teachers can teach me about the size of the problem, remind me to Talk it out, Walk away, Ask for help

I CAN USE TOOLS AND STRATEGIES THAT SUPPORT MY GOALS AND LEARNING

Teachers help by teaching the routines and strategies, and making sure I have the tools and resources to use them

I CAN RECOGNIZE MY STRENGTHS AND AREAS OF FOCUS

Teachers can remind me to have a growth mindset and scaffold for me.