



NANOOSE BAY SCHOOL IMPACT PLAN 2025-2026

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.

Nanoose Bay has been working towards the goal of independence for 3 school years. Through the class review process, goal setting and reflection, and collaborating we have been revisiting independence on an ongoing basis. We asked staff and students to reflect on what's working, and here is what they said:

"Something that helps for me to be independent is to have the steps and the order of what we are doing written out on the board. So that if I finish I can just continue without having to ask", student.

"I think that independence is sometimes thought of as able to find a pencil and settle to follow expectations as opposed to understanding their role in learning, their personal goals, how to effectively choose tools and making choices effectively on how to show or share their learning. I think cohorts are using similar approaches and language but not necessarily across cohorts", staff.

Based on feedback and collaboration here is our revised school goal for 2025-2026. Develop student independence through the use of common language and strategies in literacy, numeracy, and social problem solving.

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

- Teachers are directly teaching multiple strategies and making tools available
- Students are feeling more confidence than staff in ability to meaningfully set goals
- Teachers are gaining confidence in having multiple ways to demonstrate learning, students do not recognize this yet
- Students appreciate scaffolding
- There is a need for more common language and strategies
- Students and staff are seeing growth in building independence
- Staff are willing learners and collaborators
- It is important to revisit the goal frequently

OUR IMPACT STATEMENT AND LEARNING PLAN:

Foster student independence through the use of common language and strategies in literacy, numeracy, and social problem solving.

If we:

- Revisit our goal at each staff meeting
- Intentionally engage in the class review process
- Focus professional development and NRT on building common language and strategies

Then we will observe educators:

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

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.
- Actively self-advocating

- Confidently using language and strategies that have been previously taught
- More students able to demonstrate independence to improve outcomes across the settings

And our evidence will show:

- Increased levels of independence demonstrated as:
 - Confident use of language and strategies among staff and students
 - Student self advocacy
 - Strong goals and evidence of growth towards them

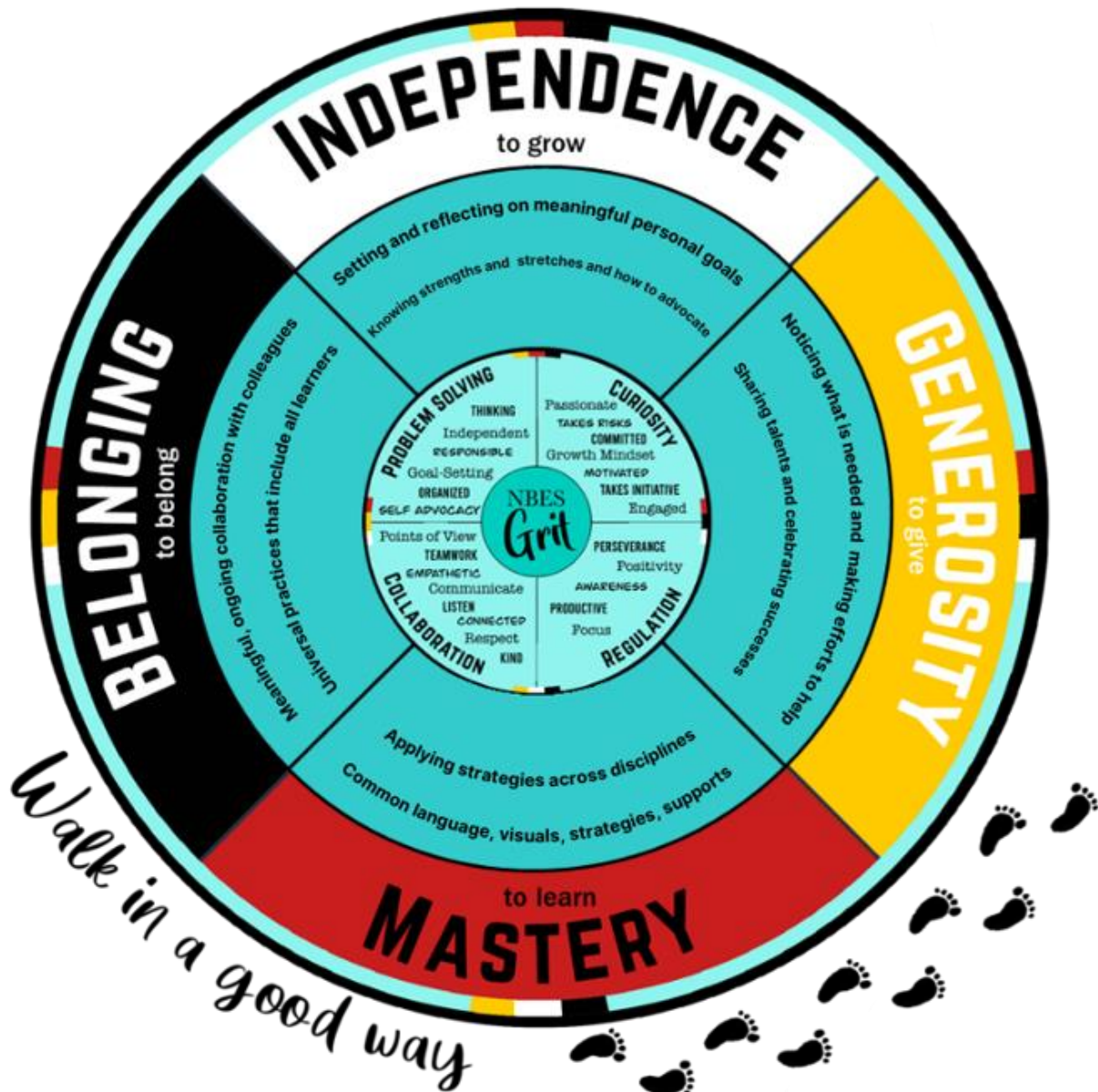
Students will:	Educators will:	Tasks/Activities/ Assessments will:
set and reflect on meaningful goals.	model the steps for goal setting, support students in setting goals, and provide feedback.	use evidence to assess work, reflect on feedback and set appropriate goals in a variety of contexts
reliably 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
effectively use taught language and strategies in literacy, numeracy, and social problem-solving.	Collaborate to develop common language for literacy, numeracy, social problem solving	use the common language developed for literacy, numeracy, and social problem-solving

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.
- Plan for professional development and collaboration on shared language and strategies.
- 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.



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.

