



# ECOLE OCEANSIDE IMPACT PLAN 2025-2026

Ecole Oceanside Elementary School is situated on the shared territories of the Snaw'Naw'As and Qualicum First Nations. We are grateful to live, work and play on this beautiful land.

EOES is a K-7 bilingual school community of approximately 500 students. We currently have a total of 22 learning environments; 15 French Immersion, 6 English, and 1 multi- age K – 3 Primary Learning Community (PLC). We have 26 classroom teachers, 3 non- enrolling including a Learning Commons Librarian and 2 Learning Support teachers. We have a part time Indigenous Support worker, Counsellor, a CYCW, a SLP, 7 Educational Assistants, 3 clericals and 3 administrators. Our staff is deeply committed to providing all students with a rich educational experience through creating equitable, dynamic, responsive classrooms for all students.

## AREA OF FOCUS:

### Literacy

Our impact plan with the goal of Literacy was created by the staff for the 2024 – 2025 school 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 2025 – 2026 school year, as a result of what we are observing in our classroom and our data/evidence, we are continuing our work towards a revised Literacy goal.

All teaching staff were involved in the creation of our goal by engaging in explicit instruction in goal setting as well as completing a variety of tasks such as Class Reviews, Staff Collaboration, NRTs and a comprehensive review of data over the course of the year. Staff are willing learners and collaborators! Classroom data from Learning Updates, FSA, DWW and diagnostic classroom assessments, indicated that many students were developing in Literacy. Additionally, teachers indicated that students needed to expand their repertoire of reading strategies. Our school goal reflects these strengths and stretches of our students:

- Students enjoy reading and writing
- Independently accessing a variety of support tools
- Easily frustrated, not able to persevere, lacking stamina in writing tasks
- There are a vast range of academic needs in every class
- Having challenges with decoding and using different reading strategies consistently
- Fear about “being wrong” when reading

## OUR IMPACT STATEMENT AND LEARNING PLAN:

To address this instructional challenge around Literacy in our classrooms, the leadership team has developed the following learning plan for our staff:

### If we do the following...

- Align District Initiatives, with EOES school-wide goal, class reviews, class support plans, and classroom goals
- Focus on literacy through professional learning and mentorship opportunities
- Adopt and implement a multi-grade standard of reading assessment to be used consistently throughout the year (ie: DIBELS)
- Use staff meetings to focus on literacy strategies and assessment tools
- Provide opportunities for teachers to visit other classrooms
- Use LST teachers to model and support teachers with literacy strategies
- Continue to provide support to Needs Response Teams and encourage teacher collaboration

### So we can design and implement...

- Powerful Pro – D literacy- based opportunities for teachers
- Engagement in meaningful literacy pedagogical discourse
- Staff collaboration time during staff meetings for discussion of classroom goals and literacy strategies
- Supportive structures at the school: SBT, LST and ADMIN
- An end of the year celebration of the teachers’ work (Literacy, Classroom Goals)

### Then we will observe educators DOING AND DEMONSTRATING:

- Working with small groups of students to model comprehension
- Celebrating student achievement; acknowledging that learning to read takes patience and time
- Verifying reading levels for students

<ul style="list-style-type: none"> <li>• Using assessment tools to monitor growth in Literacy</li> <li>• Providing a positive environment for students to take risks</li> <li>• Planning daily reading and writing with small groups modelling a variety of reading strategies and support tools</li> <li>• Explicitly teaching phonemic awareness</li> <li>• Collaborating with each other</li> </ul>
<b>And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:</b> <ul style="list-style-type: none"> <li>• Small group work and guided reading to monitor reading and writing</li> <li>• Daily practice of reading and writing in classrooms (UFLI, Reading power, etc.)</li> <li>• Ongoing Literacy and Phonics assessments</li> <li>• Providing games, and tasks to encourage engagement and risk taking</li> <li>• Rubrics and proficiency scales to measure progress</li> </ul>
<b>Then...</b>
<b>All students will be able to independently use two literacy strategies in French or English to improve their measurable skills in reading.</b>

**Some initial SET ideas (to be revisited in September):**

<b>Students will:</b>	<b>Educators will:</b>	<b>Tasks, activities and assessments will:</b>
Set and reflect on meaningful goals around Literacy	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 two strategies that support their goals and learning	Explicitly teach the tools and strategies to each student and allow access to technology, visuals and UDL tools	Various literacy strategies, authentic observations, checklists, conferences, reflections
Participate in decoding, phonics instruction and guided reading activities.	Explicitly teach phonics, phoneme awareness, sounds-letter relationships, chunking	Reading and phonics assessments, screeners, guided reading

<b>MAINTAINING MOMENTUM - OUR ONGOING CHECK-IN/REFLECTION PLAN</b>
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:
<b>September 2025:</b> Review school goal-based goal, review/build SETs and begin class review document including setting classroom goal <b>October 2025:</b> Complete Class Reviews, build Class Support Plans, support teachers in building SETs for classroom goals, coordinate collaboration times. Staff Meeting: Provide collaboration time for staff to discuss their classroom goals; What is working, what needs to change, bring an artifact to share; introduce reading assessment <b>November 2025:</b> School Based Pro-D Keynote speakers focused on our school goal. Staff Meeting: Provide collaboration time for staff to discuss their classroom goals <b>January 2026:</b> Provide collaboration time for staff to complete CUSR <b>February 2026:</b> Provide collaboration time for staff to review FSA and DWW data as related to their classroom goals <b>April 2026:</b> Provide collaboration time for staff assess their success "CUSR" working in triads <b>May 2026:</b> Review current data from the FSA, DWW, Classroom assessments to determine if we have reached our school and classroom goals. <b>June 2026:</b> Presentation of NRTs/Collaboration time, finalize School Goal for 2026-27
<b>Ongoing:</b> <ul style="list-style-type: none"> <li>• Engage teachers in ongoing self reflection and goal setting.</li> <li>• Work with students to create individual goals and allow time for self reflection, celebrate successes</li> <li>• Collect and respond to data/themes from student self assessments, teacher assessment and surveys.</li> <li>• Continue to support and participate in district assessments.</li> </ul>

