

## SCHOOL IMPACT PLAN



Ecole Oceanside Elementary School  
**2024-2025**

## Section 1 – Our Context

Ecole Oceanside Elementary School is situated on the shared territories of the Snaw'Naw'As and Qualicum First Nations. EOES is a K-7 bilingual school community of approximately 504 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 22 classroom teachers, 3 non- enrolling including a Learning Commons Librarian, 2 Learning Support teacher, an Indigenous Liaison worker, a Counsellor, a CYCW, a SLP, 9 Educational Assistants, 3 clericals and 2 administrators. Our staff is deeply committed to providing all students with a rich educational experience through creating equitable, dynamic, responsive classrooms for all students.

### SECTION 2 - OUR AREAS OF FOCUS/RATIONAL

**Students will focus on developing and improving their skills in reading and writing.**

- The teaching staff were involved in the creation of our areas of focus by engaging in explicit instruction in goal setting as well as completing a variety of tasks such as Vision of Learner, Best/ Worst Scenario, Class Review process, Staff Collaboration, and a comprehensive review of the data (2023 – 2024) during staff meetings.
- The teaching staff expressed a need to infuse the First Peoples Principles of Learning into daily classroom instruction
- During our Class Review process, all staff contributed to our focus including our teachers, Educational Assistants, ELL, SLP, LSTs, Counsellor, CYCW and administration.
- The staff gathered observations of students DOING and DEMONSTRATING that informed their focus through the following;
  - Class Reviews- teachers created classroom goals based on their observations, initial pre- assessment tasks, class goal setting initiatives
  - Classroom data from Learning Updates, FSA, DWW, Student Survey, and diagnostic classroom assessments, indicated that most students were developing / proficient in Numeracy and Literacy
  - Through our Student Survey Data, we were able to see an improvement in our Grade 6/7 students' self – efficacy in numeracy due to our team – teaching of numeracy in the upper grades, however students' self- efficacy in literacy was not as strong.
  - Staff observations of students DOING and DEMONSTRATING;
    - Struggling to engage in the writing process
    - Lack of risk taking in story writing
    - Difficulty in self – assessing their work and knowing what their next steps were in the writing process
    - Lack of confidence in reading/ writing skills

- Poor oral presentation skills
- Easily frustrated, not able to persevere, lacking stamina in writing tasks i.e. FSA
- Reluctance to use different writing strategies
- Need for reinforcement of de- coding strategies
- Fear about “being wrong”
- Choosing “just right” texts
- Understanding non- fiction text cues
- Independently accessing a variety of support tools

**As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge is:**

**Through the lens of the First Peoples’ Principles of Learning, all students will be able to use oral and written literacy strategies in French and English to improve their engagement in reading and writing**

### **OBSERVABLE VISION FOR SUCCESS IN IMPROVING ENGAGEMENT IN READING AND WRITING**

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 independently choose and read material at their current level with improved understanding</p> <p>S2 – able to take risks and challenge themselves in reading and writing</p>	<p>E1 – reading with small groups of students to model comprehension strategies and to verify book reading level</p> <p>E2 –providing a positive environment for taking risks</p>	<p>T1 –continuously assessing students’ reading and writing abilities with reading and writing continuums</p> <p>T2- playing games, giving encouragement, and engaging in minimal risk activities to build confidence</p>

<p>S3- able to persevere and increase their stamina to independently complete writing and reading activities</p> <p>S4- able to confidently engage in oral activities (stories, speeches, presentations) independently</p> <p>S5- able to independently use a variety of support tools, and strategies for reading and writing</p> <p>S6- recognize phonetic chunks in written and oral language</p>	<p>E3 – providing students with writing and reading opportunities that create interest, excitement, and engagement</p> <p>E4 - modelling speaker skills, providing opportunities for a variety of oral presentations; reading theatre, poems etc.</p> <p>E5- reading and writing daily with small groups modelling a variety of reading strategies and support tools</p> <p>E6- Explicitly teaching the phonetic chunks in their guided reading groups and practice phonemic awareness by stretching out sounds</p>	<p>T3 – Celebrations of learning, students sharing stories with classmates</p> <p>T4 –videoing students performing to show growth over time, student feedback</p> <p>T5- providing students with writing samples to assess their next steps for improvement and providing students with exemplars of quality writing</p> <p>T6- Individual student interviews to check to see if students are transferring skills to new learning opportunities.</p>
<p style="text-align: center;"><b>OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN</b></p> <p style="text-align: center;"><b>ALL STUDENTS WILL BE ABLE TO USE ORAL AND WRITTEN LITERACY STRATEGIES IN FRENCH AND ENGLISH TO IMPROVE THEIR ENGAGEMENT IN READING AND WRITING</b></p> <p style="text-align: center;">The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below):  <i>(NOTE: try to keep these to a limited number of highly observable descriptors written in audience-friendly language.)</i></p>		
Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
<p>SD1 - Students participate in class-wide write at the Grades 3 and 5 level.</p> <p>SD2 - Students participate in Functional Skills</p>	<p>ED1 - Educators facilitate class-wide write at the Grades 3 and 5 level.</p> <p>ED2 - Educators facilitate Functional Skills</p>	<p>TD1 - Utilize school, district and provincial assessment of literacy and numeracy to assess proficiency.</p>

<p>Assessment (FSA) at Grades 4 and 7 level.</p> <p>SD3- Students participate in student survey</p> <p>SD4 - Students engage in on-going classroom-based assessment.</p>	<p>Assessment (FSA) at Grades 4 and 7 level.</p> <p>ED3 – Educators review the Student Survey data</p> <p>ED4 - Educators facilitate and share results of on-going classroom-based assessment.</p>	<p>TD2 - On-going discussion regarding assessment data, reporting, and next steps.</p> <p>LD1 - Leaders support the implementation of school-based assessment of literacy</p> <p>LD2 - Leaders provide modeling and mentorship with various assessment tools.</p>
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## **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...**

- Align District Initiatives, with EOES school-wide goal, class reviews, class support plans, and Inverted Y Plan with our classroom goals
- Focus on literacy through professional learning and mentorship opportunities with Lynn Bouchard, teacher – leaders and SMEs
- Use staff meetings to focus on literacy strategies, learning sprints, staff stories
- 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

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

- Powerful Pro – D literacy- based opportunities for teachers
- Engage in meaningful literacy pedagogical discourse
- Provide staff collaboration time during staff meetings for discussion of their classroom goals
- Coordinate release time for classroom teachers to further develop their classroom goals
- Access the support structures at the school: SBT, LST and ADMIN
- End of the year celebration of the teachers' work with their classroom goals

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

- Working with small groups of students to model comprehension
- Verifying reading levels for students
- Providing a positive environment for students to take risks
- Providing students with writing opportunities that create interest, excitement, and engagement
- Modelling speaker skills, providing opportunities for a variety of oral presentations; reading theatre, poems, Think Pair Share
- Planning daily reading and writing with small groups modelling a variety of reading strategies and support tools
- Explicitly teaching the phonetic chunks in their guided reading groups and practice phonemic awareness by stretching out sounds

### **And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:**

- Survey students about their interests, strengths and needs and then incorporate that into the lessons
- Using choice boards for variety
- Small group work to monitor reading and writing
- Providing minimal risk activities, games, and tasks to encourage engagement and risk taking

- Celebrate student learning, providing students opportunities to share with their peers
- Provide video recordings for students to observe themselves when doing oral presentations
- Provide students with writing continuums for self-assessment
- Triangulate data, with less dependency on the product
- Individual student interviews to check for transference of reading skills

**And as a result, we will observe learners DOING AND DEMONSTRATING:**

- Will be able to set challenging learning goals for themselves
- Know how to sustain effort and resiliency in their learning
- Recognize the tools and resources that support their learning
- Monitor their own progress to recognize their growth
- Recognize their own strengths and areas for improvement

**And our DATA/EVIDENCE will show (enter evidence sources**

- **Products:** class review, class support plans, inverted Y's, student projects, student self – reflection
- **Observations:** Teacher evaluations, class observations, increased student efficacy
- **Communication:** SBT referrals, student interviews,

## 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:

### Plan for next Year 2024- 2025

**June Staff Meeting 2024:** Review the 2023- 2024 data from FSA, DWW, Heat Map CUSR, to determine if we have reached our school and

**September Staff Meeting 2024:** Staff meeting to build school goal-based goals, and collectively build the SETs to model for teachers.

**October Class Reviews 2024:** Complete Class Reviews, build Class Support Plans, help support the teachers build the SETs for classroom goals, coordinate NRTs

**October Staff Meeting 2024:** Provide collaboration time for staff to discuss their classroom goals; What is working, what needs to change, bring an artifact to share

**November School Based Pro – D 2024:** Keynote speakers focused on our school goal; NRTs,

**November Staff Meeting 2024:** Provide collaboration time for staff to discuss their classroom goals; focussed discussion on goal achievement

**January Staff Meeting 2025:** Provide collaboration time for staff to complete 4sHeat Check

**February Staff Meeting 2025:** Provide collaboration time for staff to review FSA data as related to their classroom goals

**April Staff Meeting 2025:** Provide collaboration time for staff assess their success “CUSR” working in triads

**May Staff Meeting 2025:** Presentation of Leadership Impacts

**June Staff Meeting 2025:** Review the 2024-2025 date from the FSA, DWW, Heat Map CUSR to determine if we have reached our school and classroom goals.

OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE(S): May 29, 2024 and June 27, 2024

[LINK TO PRESENTATION TEMPLATE/STRATEGY REVIEW](#)

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 14, 2024