

Qualicum Beach Elementary School



**SCHOOL IMPACT PLAN
2024 - 2025**

Our School in its Natural Setting

Nestled among the cedars, some distance north from the town of Qualicum Beach proper, QBES is connected to town by walking trails and the disused railroad line. The exuberant voices of QBES students ring across the otherwise quiet spaces. Laying between the shores of the Salish Sea and the Vancouver Island rainforest on the traditional territory of the Qualicum First Nation, our school takes full advantage of the natural environment by enjoying regular walks and bike trips through the cedars, to nearby Salamander Pond, the trout hatchery, and occasionally to the beachfront. The outdoors provides rich fodder for authentic hands-on learning experiences. Extra-curricular clubs are also centered around the setting and are designed to increase student engagement and attendance.

We are a vibrant school community. Every day 400+ students, more than 40 staff, and those connected to the Children's Discovery Center, a private childcare based within the building, all work and play together. Our school is home to the district STREAM and LEAP programs. An involved Parent Advisory Council supports school curricular and extra-curricular learning. There is an active Arts program in the school that pulls together several exhibits of student talent each year, including Musical Theater and visual art. Athletics are widely encouraged, and QBES teams hold their own at district level competitions. School-wide activities receive tremendous support from our enthusiastic parent community. From year to year, the teaching and support staff of QBES tend to remain consistent. Each new school year brings an opportunity for change and renewal. This impact plan is an opportunity to look with fresh eyes at school strengths and stretches and re-energize our work toward a shared focus with everyone walking in the same direction.



ALIGNMENT OF THIS PLAN WITH DISTRICT AND CLASSROOM OBJECTIVES

In the fall, and once they get to know their learners, teachers will choose an area of focus for their students that will be narrow in scope, measurable, and will address a classroom challenge. Ideally, the classroom focus areas align with this school impact plan and, accordingly, with the Qualicum District Strategic Plan goals, namely To Learn, To Give, To Grow, and To Belong.

In order to achieve this alignment, the following steps will be taken:

- **Review of the District Strategic Plan** – time available at September staff meeting
- **Review of this School Impact Plan** – together with above
- **Student Interest Inventories** – teachers spend considerable time in September coming to know their learners
- **Class Review** – collaborative conversation between teachers, LSTs & admin to identify instructional challenges
- **Class Support Plans** – collaboration between the Learning Support Team and Class Teachers in setting focus area goals
- **Staff Meeting Collaboration** – focused work to help measure and achieve impact goals
- **Data Collection** – identifying, interpreting, and leveraging the most useful data available
- **On-going check-ins and reflections** - gauging our incremental successes, re-calibrating as needed

DATA USED TO INFORM OUR IMPACT GOALS

The following data was used to determine these goals:

- Classroom-based assessments
- EdPlan Insight
 - District assessments in writing & numeracy
 - Report card proficiency scale ratings
 - Provincial FSA
- School-based historical reading assessments
- Student Learning Survey
- Student Success BC

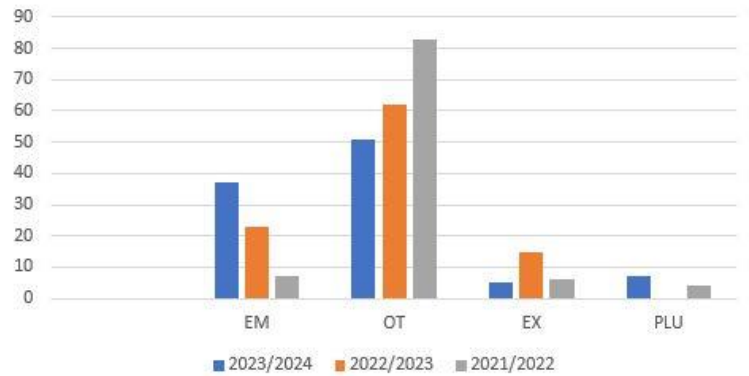
Analysis of our FSA results in 2023/24 reveal Number and Computational Fluency as an area of challenge

| | | | | | | | |
|------------------------------|----|---|----|--|-----|-----|---|
| Number/Computational Fluency | 10 | Level 1 - Recall: The student is able to recall information such as a fact, definition, or term; use a procedure; apply a formula. | 40 | Moderately Difficult: just over half of the students can answer the item correctly | 38% | 62% | Count and total local wildlife depictions to demonstrate that fractions can represent parts of a region, set, or linear model. |
| Number/Computational Fluency | 20 | Level 1 - Recall: The student is able to recall information such as a fact, definition, or term; use a procedure; apply a formula. | 39 | Moderately Easy: the vast majority of students can answer the item correctly | 64% | 36% | Students use concrete and pictorial representations of multiplication to solve problems. |
| Number/Computational Fluency | 13 | Level 2 - Skills and Concepts: The student is able to demonstrate conceptual understanding through models and explanations, comparing and classifying information, or interpreting data; can make decisions on how to approach a problem. | 38 | Moderately Difficult: just over half of the students can answer the item correctly | 47% | 53% | Use addition and subtraction in real-life contexts and problem-based situations and show an understanding of the relationship between digit places and their values, to 1000. |

Grade 4 Literacy

| | EM | OT | EX | PLU |
|-----------|----|----|----|-----|
| 2023/2024 | 37 | 51 | 5 | 7 |
| 2022/2023 | 23 | 62 | 15 | 0 |
| 2021/2022 | 7 | 83 | 6 | 4 |

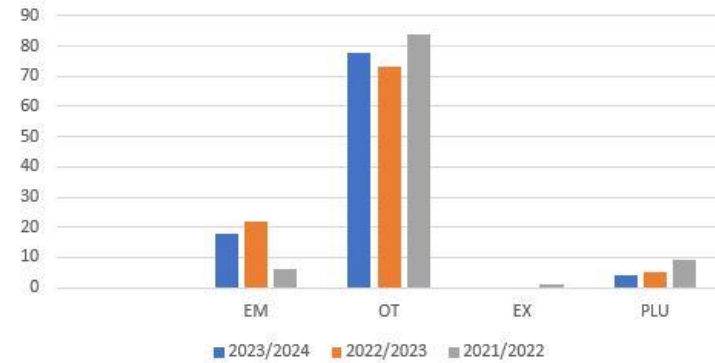
Grade 4 Literacy



Grade 7 Literacy

| | EM | OT | EX | PLU |
|-----------|----|----|----|-----|
| 2023/2024 | 18 | 78 | 0 | 4 |
| 2022/2023 | 22 | 73 | 0 | 5 |
| 2021/2022 | 6 | 84 | 1 | 9 |

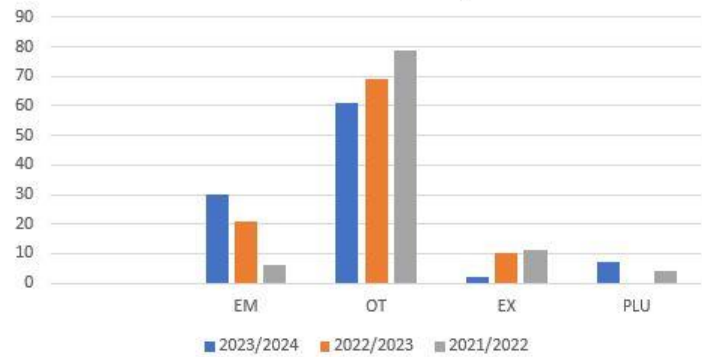
Grade 7 Literacy



Grade 4 Numeracy

| | EM | OT | EX | PLU |
|-----------|----|----|----|-----|
| 2023/2024 | 30 | 61 | 2 | 7 |
| 2022/2023 | 21 | 69 | 10 | 0 |
| 2021/2022 | 6 | 79 | 11 | 4 |

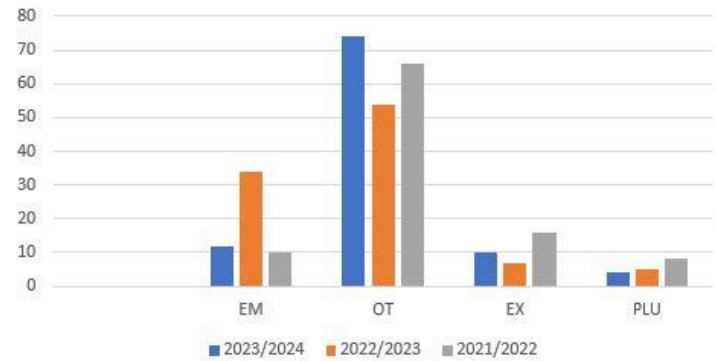
Grade 4 Numeracy

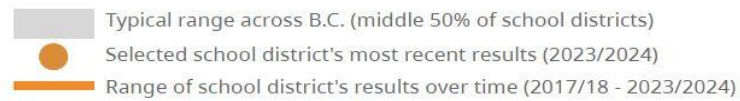


Grade 7 Numeracy

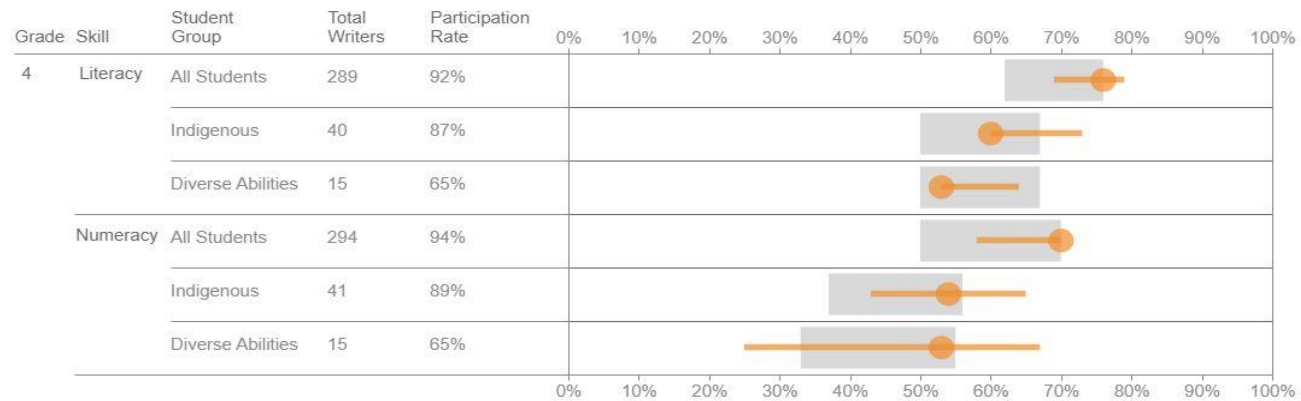
| | EM | OT | EX | PLU |
|-----------|----|----|----|-----|
| 2023/2024 | 12 | 74 | 10 | 4 |
| 2022/2023 | 34 | 54 | 7 | 5 |
| 2021/2022 | 10 | 66 | 16 | 8 |

Grade 7 Numeracy





Foundation Skills Assessment - Grade 4



Foundation Skills Assessment - Grade 7



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

1. improving students' writing
2. improving students' number sense

VISIONING OUR IMPACT – GOAL AREA 1: IMPROVING STUDENT WRITING

We believe that if we do the following:

- establish structures that allow for individual feedback
- learn new writing strategies during Pro-D days
- recommend writing strategies among colleagues
- regularly review provincial, district, and classroom learning results
- create plans and lessons informed by best SEL practice

Then we will see:

- students engaged in daily writing practice in every classroom
- banks of successful daily writing starters
- students sharing and talking with enthusiasm about their writing projects
- students who are able to leverage feedback received from their teacher and peers into improving their work
- improved individual proficiency in writing as measured by report card data, district and provincial assessments

VISION FOR IMPROVING STUDENTS' WRITING

When our students and our educators are being successful in this area of focus, we 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 – Practicing writing every day | E1 – Setting tasks that students find engaging | T1 – Daily practice routines that offer choice |
| S2 – Experimenting with style and form | E2 – Breaking down and teaching skills needed | T2 – Exemplars of proficiency provided |
| S3 – Joyfully sharing their writing products | E3 – Providing supportive tools as needed | T3 – Opportunities for large & small projects |
| S4 - Using feedback to try again | E4 – Engaged in continuous feedback cycles | T4 – Structures for peer/teacher feedback |

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN WRITING

| Our student based data/evidence (SD) | Our educator-based evidence (ED) | Our task/activity based evidence (TD) |
|---|--|--|
| SD1 – Using a CUSN scale students would be increasingly engaged in their writing projects. | ED1 – Using a CUSN scale, teachers can point to consistent daily writing practices that students found engaging. | TD1 – Teachers can draw from banks of daily writing activities they have built and shared with colleagues. |
| SD2 – Students can point to regular individualized feedback they received from teacher or peers on their writing. | ED2 – Student writing shows evidence of teacher and/or peer feedback. | TD2 – Classroom planning shows structures that allow for feedback cycles. |

VISIONING OUR IMPACT – GOAL AREA 2: IMPROVING STUDENTS' NUMBER SENSE

We believe that if we do the following:

- unpack the implications of number sense K – 7 with staff (number concepts, representing, describing, comparing and ordering numbers)
- learn evidence-based progression of strategies for teaching number sense
- access the time and resources of Carole Fullerton, Math consultant to District 69
- share successful strategies among staff
- create plans and lessons informed by best SEL practice

Then we will see:

- students expressing an increasing confidence and enjoyment of numeracy-based learning
- students will work with numbers with increasing fluency applied to real-life situations
- students with increased flexibility with numbers
- students who can estimate reasonably and justify their thinking mathematically
- students who can compute accurately using multiple strategies
- students accessing tools such as manipulatives, number charts, and calculators to assist them in their learning
- improved results in school, district and provincial assessments

VISION FOR IMPROVING STUDENTS' NUMBER SENSE

When our students and our educators are being successful in this area of focus, we 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 – working flexibly with numbers S2 – applying number sense to real-world situations S3 – communicating and justifying their mathematical thinking S4 – selecting and applying tools | E1 – giving students opportunities to represent numbers in different ways E2 – connecting learning to real-life applications E3 – providing classroom structures where students freely share their numeracy thinking E4 – teaching the ways to use each of the tools | T1 – explaining numbers orally or pictorially such as in SNAP Number Sense assessment T2 – problem solving activities such as Peter Liljedahl's Numeracy Tasks T3 – Number Talks as explained by Qualicum Learns T4 – tools readily available |

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPROVE NUMBER SENSE

| Our student-based data/evidence (SD) | Our educator-based evidence (ED) | Our task/activity-based evidence (TD) |
|---|---|--|
| SD1 – students would be demonstrating increased proficiency on assessments such as SNAP, Liljedahl's and Number Talks, and district and provincial assessments. | ED1 – Using a CUSN scale, teachers show their increased use of Number Sense strategies shared by colleagues and district mentors. | TD1 – using a CUSN scale, frequency of tasks that are evidence-based, interactive, real-world application are increasing |

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:

- reviewing this plan at the September staff meeting for the benefit of new and returning staff members
- committing time at each staff meeting to share, discuss, and analyze learning data including the use of CUSN scales
- spending time at each staff meeting to sharing resources and strategies for working toward these goals

OUR LOCAL PRESENTATION OF IMPACT:
LINK

OUR DISTRICT PRESENTATION OF IMPACT DATE:
May, 2025

