

SCHOOL IMPACT PLAN

SPRINGWOOD



Springwood Elementary School
2024-2025

SECTION 1 - OUR CONTEXT:

The demographic of our community has evolved in recent years. In addition to our school population growing exponentially, we are also seeing greater student diversity (i.e., socio-economic, academic background).

To enhance the success of our learners, we have developed a twice-yearly Class Review model and flexible learning support system. This structure adapts based upon ongoing assessment of student development and needs.

Our Class Review structure has been weaved into the fabric of our school culture. It will continue to be a part of our fabric in support of literacy and numeracy, while creating inclusive, personalized, student-centered classroom communities.

Our students are on-par or very close to the district results in literacy and numeracy at most grade levels. On the whole, our students are industrious, inquisitive, and collaborative. Our classes embrace hands-on learning opportunities, experiential outings in the community, and cross-grade activities that foster a sense of connection across the building.

Based on the District Strategic Plan and our school stretches, we have developed the following goals:

SECTION 2 - OUR AREA(S) OF FOCUS/RATIONALE (MAX 2):

Goal #1: The Class Review model is a meaningful process for teachers that provides a structure for support and achievable impact.

Drawing on teacher conversations, EdInsight data, SBT referrals, and observations, we have determined that by sharing our collective knowledge about the classes of students and developing a plan of action based on this, we can better meet the needs of all learners. Our Class Review process utilizes a strength-based approach, with post-meeting reflection and discussion. Our teachers are the heart of the process with the goal of supporting our community of learners.

“During the 2023-2024 school year, teachers engaged in two rounds of Class Reviews. These informed our priorities for Learning Services Teacher scheduling and Education Assistant support. We met with LSTs individually and made scheduling changes to ensure support aligned with classroom need. Education Assistant time was also redirected to learning environments based on data and observations shared in these Class Reviews. Our current instructional challenge is having our professional staff work in alignment with Qualicum School District’s vision for inclusion, specifically in supporting student inclusion within the classroom environment.”

Goal #2: To provide engaging literacy and numeracy opportunities for all students.

This past year, many of our teachers participated in Needs Response Teams and professional development with a focus on literacy practices. We also engaged in a fall and spring school-wide write to look for data trends. Springwood staff continued to express an interest in building consistency across the school in regards to literacy, specifically in regards to foundational reading skills and writing.

- Using Learning Update Data from Term 2 of 2023/24, we have determined that 21% (K-3 = 25% / Gr4-7 = 18%) of our students are now emerging/developing in literacy skills. In 2022/23, 42% (K-3 = 50% / Gr4-7 = 34%) of our learners were emerging/developing in literacy skills.
- Teachers continue to utilize UFLI, Jolly Phonics, and Adrienne Gear resources to develop lessons that provide multiple means of engagement, representation, and expression.

As a staff we have been exploring the numeracy curriculum in greater detail. We began this focus during the 2020-2021 school year with First Steps in Math and have dedicated resources to help develop our students' numeracy fluency. In 2023-24, many of our teachers participated in the Carole Fullerton numeracy sessions. We allotted time at staff meetings to have conversations regarding specific problems of practice at different grade levels and discussions regarding instructional time for numeracy. Staff also created their schedules in a way that ensured common numeracy blocks to better utilize available support (LSTs, EAs).

- Using Learning Update Data from Term 2 of 2023/24, we determined that 16% (K-3 = 14% / Gr4-7 = 18%) of our students are now emerging/developing in numeracy. In 2022/23, 30% (K-3 = 27% / Gr4-7 = 42%) of our learners were emerging/developing in numeracy skills.
- This past year, we explored the key skills that students need in order to move forward in numeracy. Staff were keen to identify and prioritize these foundational skills.

“As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge in literacy is to continue to move forward with the growth that we have witnessed through the Needs Response Teams and the changes that have been made to instructional practices. In numeracy, our instructional challenge is taking our staff conversations and professional development (Carole Fullerton) and begin to apply these concepts to instructional practice, ensuring numeracy practices align with the school district’s vision for inclusion.

OBSERVABLE VISION FOR SUCCESS IN <CLASS REVIEW GOAL> 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...
S1 - Students can identify and work towards their class goal. S2 - Students make choices about their learning within the Big Ideas and select the strategies, tools, and supports they need to be successful. S3 - Students feel safe at school. S4 - Students demonstrate personal confidence, pride, and empathy for others	E1 - Educators create a Class Review and all staff are meaningfully engaged in the process. E2 - Educators articulate and present which resources and opportunities they need to achieve the class goal. E3 - Educators use a strength-based approach for inclusion, instruction, and assessment. E4 - Educators support student goal setting.	T1 - Classroom and school reporting process include class/student goal setting and self-reporting. T2 - Student Learning Survey demonstrates positive trend lines in regard to wellness, connection, and learning. L1 - Leadership will facilitate regular class reviews, prioritize class goals, and provide mentorship towards achieving those goals. L2 - Leadership will provide professional learning opportunities in-line with class goals.
OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN < ensuring meaningful Class Reviews through support that aligns with Qualicum School District's vision for inclusion, specifically in supporting student inclusion in the classroom environment> 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>		
Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
SD1 - Students can identify a variety of 'tools' to 'engage in' and 'represent' their learning. SD2 - Students apply learning to new contexts.	ED1 - UDL strategies are visible within the classroom.	TD1 - Collaborative teaching (i.e. team teaching, stations, co-teaching). TD2 - Observe a variety of internal scaffolds

SD3 - Students interact with tools and environments that make learning accessible to all.	ED2 - Educators are engaging in collaboration and mentorship. ED3 – Educators are attending professional learning related to inclusion practices.	and external organizational aids utilized in the classroom. TD3 - Students demonstrate intrinsic ability to regulate their own emotions and motivations.
<p align="center">OBSERVABLE VISION FOR SUCCESS IN <LITERACY & NUMERACY GOAL></p> <p align="center">When our students and our educators are being successful in this area of focus, you will observe the following in our classrooms:</p>		
Our (S) students would be..	Our (E) educators would be...	Our (T) tasks, activities and assessments in our classrooms would look like...
<p>S1 - Students can set personal goals, assess their progress and tell us what they need to do next.</p> <p>S2 - Students demonstrate that they are proficient literacy and numeracy learners.</p> <p>S3 - Students engage in common interests or activities as a community of learners.</p> <p>S4 - Students demonstrate growth and learning using flexible tools and supports.</p>	<p>E1 - Educators will utilize collective resources (i.e., UFLI, Jolly Phonics, Adrienne Gear) and a Numeracy Scope and Sequence to support proficiency.</p> <p>E2 - Educators attend Literacy/Numeracy Professional Learning opportunities.</p> <p>E3 - Educators participate in school, district and provincial assessment of literacy and numeracy.</p> <p>E4 - Educators analyze growth over time and develop appropriate lessons to build from it.</p>	<p>T1 - Classroom and school reporting includes goals/next steps that inspire confidence and ownership of learning.</p> <p>T2 - Utilize school, district and provincial assessment of literacy and numeracy to assess proficiency.</p> <p>L1 - Leadership provides professional learning opportunities in Literacy and Numeracy.</p> <p>L2 - Leadership supports the acquisition of resources to support a school-wide approach to Literacy and Numeracy.</p>
<p align="center">OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN</p> <p align="center">< literacy and numeracy instructional practices ></p> <p 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 Grade 3 and 5 level.</p> <p>SD2 - Students engage in Island Numeracy assessment at the Grade 5 level.</p> <p>SD3 - Students participate in Functional Skills Assessment (FSA) at Grade 4 and 7 level.</p> <p>SD4 - Students engage in on-going classroom-based assessment.</p>	<p>ED1 - Educators facilitate class-wide write at the Grade 3 and 5 level.</p> <p>ED2 - Educators facilitate Island Numeracy assessment at the Grade 5 level.</p> <p>ED3 - Educators facilitate Functional Skills Assessment (FSA) at Grade 4 and 7 level.</p> <p>ED4 - Educators facilitate and share results of on-going classroom-based assessment.</p>	<p>TD1 - Utilize school, district and provincial assessment of literacy and numeracy to assess proficiency.</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 and numeracy.</p> <p>LD2 - Leaders provide modeling and mentorship with various assessment tools.</p>
<p style="text-align: center;">OUR IMPACT STATEMENT AND LEARNING PLAN:</p> <p>To address this instructional challenge in our classrooms, we have developed the following impact statement and learning plan for our staff.</p> <p>If we do the following...</p> <ul style="list-style-type: none"> • <i>collaborate with staff to align pro-d sessions with literacy/numeracy needs and Class Review data</i> • <i>align grade group collaboration time with Learning Services Teacher support time to create a shared understanding of grade level expectations (determining what proficient looks like at a particular grade level); collaboration with LST/Class Support teacher to target needs expressed by classroom teachers during Class Reviews and help support classroom teachers with strategies to meet class goals</i> • <i>revisit Class Review documents regularly to observe/document progress and to continue to discuss literacy and numeracy goals and what supports are needed to continue to move forward; time will be spent looking at grade expectations/proficiency continuum to align our work</i> • <i>encourage teachers to use the Needs Response Team model to support collaboration and address problems of practice</i> • <i>encourage teachers to use their PPD funds to expand their practice; opportunity to develop common language through staff book club</i> • <i>continue the Class Support teaching position to support team teaching models and to make observations and support collaboration; consider grade or schoolwide structures to support and track student learning (e.g. read teams; numeracy teams); highlight best practices around our building at staff meetings and offer opportunities to observe in other classrooms</i> <p>So we can design and implement...</p> <ul style="list-style-type: none"> • <i>a continuum of exemplars for literacy at each grade level to support students and teachers in having a shared understanding of proficiency;</i> 		

agreed upon assessment tools at each grade level for both literacy and numeracy

Then we will observe educators DOING AND DEMONSTRATING:

- *team teaching with LST and/or Class Support teacher to support students within an inclusive classroom model*
- *targeting instruction to meet those needs that have been identified by the assessment data*

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- *common assessment tools that are agreed upon and administered that allow us to track student progress across grade levels*
- *learning activities are engaging and meet the needs indicated by the assessment tools that are agreed upon*

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

- *reflecting on their work, referencing the continuum of exemplars, and being able to articulate what they need to do to improve*
- *actively engaged in learning activities that relate to Class Review goals and address their next steps in curricular areas (literacy/numeracy)*

And our DATA/EVIDENCE will show (enter evidence sources):

- *improved assessment results (FSA, schoolwide assessments, district assessments)*
- *teacher self-reflection at the end of the year regarding their Class Review goals will reflect improvement/growth*

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:

- *administer common assessment tools for reading, writing, and numeracy in both the fall and the spring, which may be heat mapped*
- *sharing data from agreed upon schoolwide and district wide assessment tools at staff meetings*
- *providing examples of student growth at staff meetings and connecting this growth to effective teacher practice*
- *providing opportunities for staff to share out new learning from pro-d at staff meetings*
- *asking staff to reflect on their Class Review goals at the end of each term to note areas of need/growth*
- *providing staff with opportunities at staff meetings to collaborate and share out effective systems/strategies/practices used in their classrooms to support their students' literacy and numeracy growth*

OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE(S): May 7, 2024

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

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 14, 2024