

# SCHOOL IMPACT PLAN

## SPRINGWOOD



Springwood Elementary School  
2025-2026

## 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).*

*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.*

*Staff are confident in the existing structures supporting our Class Review process and feel these are working effectively. As a result, we no longer see a need to set a specific goal in this area at this time.*

*Our students are achieving outcomes that at or near district results in literacy and numeracy across 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.*

*In alignment with the District Strategic Plan's "To Learn" priority and our school's identified areas of growth, we have developed the goal below.*

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

**School Goal: To improve the literacy and numeracy outcomes for all students.**

In 2023/2024, a substantial focus was placed on literacy. This included significant participation in Needs Response Teams focused on the work of Adrienne Gear and instructional practices to support student reading skills. This year, we again engaged in a fall and spring school-wide write to look for data trends and inform teaching practices. In 2024/2025, many of our teachers participated in Needs Response Teams and professional development with a focus on numeracy practices. This work has included observing numeracy lessons by other educators, purchasing new resources to support increased engagement, and collaborating on best practices. Springwood staff have continued to express a strong interest in building greater consistency across the school in literacy and numeracy. This includes developing common instructional language, aligning assessment practices- particularly around proficiency criteria- and increasing the instructional time dedicated to these core subject areas. This work has been reflected in individual classroom SETs, which aligns with our school goal as well as the District's Strategic Plan.

- Using Learning Update Data from Term 2 of 2024/25, we have determined that 49% (K-3 = 57% / Gr 4-7= 41%) of our students are emerging/developing in literacy skills.
- Using the same data parameters as above for numeracy, we have 34% (K-3 = 31% / Gr 4-7 = 37%) of our students are emerging/developing.

As a staff we continue to explore the numeracy curriculum in greater detail. 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). There was also significant participation in Carole Fullerton professional development opportunities.

**“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 IMPROVING THE LITERACY AND NUMERACY OUTCOMES FOR ALL STUDENTS**

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 - 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>

## **OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN IMPROVING THE LITERACY AND NUMERACY OUTCOMES FOR ALL STUDENTS**

<p>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 school-wide write</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 school-wide write</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;"><b>OUR IMPACT STATEMENT AND LEARNING PLAN:</b></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><b>If we do the following...</b></p> <ul style="list-style-type: none"> <li>• <i>collaborate with staff to align pro-d sessions with literacy/numeracy needs and Class Review data</i></li> <li>• <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></li> <li>• <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></li> <li>• <i>encourage teachers to use the Needs Response Team model to support collaboration and address problems of practice</i></li> <li>• <i>encourage teachers to use their PPD funds to expand their practice; opportunity to develop common language through staff book club</i></li> <li>• <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; Carole Fullerton numeracy assessments); highlight best practices around our building at staff meetings and offer opportunities to observe in other classrooms</i></li> </ul>		

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

- *teaching and assessment practices that are aligned to those of the District*

**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*
- *aligning assessment practices- particularly around proficiency criteria*
- *allotting an increasing amount of instructional time to the core subject areas*

**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/classroom SETs, and address their next steps in curricular areas (literacy/numeracy)*

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

- *improved assessment results (learning update data, FSA, schoolwide assessments, district assessments)*

### **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/SETs 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): June 11, 2025**

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

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 13, 2025