

False Bay School - SCHOOL IMPACT PLAN (Draft)



False Bay School resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as and Quilicum First Nations.

SECTION 1 - OUR CONTEXT:

False Bay School is located on Lasqueti Island, off the eastside of Vancouver Island in the middle of the Salish Sea, and on

four traditional shared territories including Qualicum and Snaw'now'as First Nations. Our small community school has two classrooms, a primary class Kindergarten to Grade 4, and an intermediate class Grade 5-9. This year the school will also support two Grade 10 students who will be learning in a "hybrid model" of combining in-class learning, online learning, and volunteer work.

SECTION 2 - OUR AREA OF FOCUS/RATIONALE:

<Using triangulated school and district data to strengthen practice>

Our area of focus for the 2023-24 school year is "using triangulated school and district data to strengthen practice" in hopes of doing a better job of tracking student learning (over time) and using this data as "assessment as learning" in supporting all learners in meeting them where they are at though meaningful pedagogy and instruction.

This area of focus was co-created by our staff and students through various discussions and ongoing observations over the past five years. With the intermediate classroom having had four different teachers over the past 4 years, further strengthening the need to focus on building our data dashboard in hopes that all students can be tracked and supported as needed regardless of staff turnover.

Some observations we noticed that led us to this area of focus include: lack of current student data and assessment-based practices currently used in planning and/or collaboration, high staff turnover over past 4 years leading to individualized assessment practices and limited data collection school-wide, and general lack of evidence and data including student input into assessment strategies.

OBSERVABLE VISION FOR SUCCESS IN

<Using triangulated school and district data to strengthen practice>

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 – making their thinking observable and feeling success and confident when presenting their learning</p> <p>S2 – articulating where they are, what's next and how to meet criteria</p>	<p>E1 – Identify and co-creating assessment K-9 criteria (with students)</p> <p>E2 – developing, gathering, and/or utilizing common district assessments</p>	<p>T1 – Variety of writing activities with voice & choice to demonstrate learning in multiple ways</p> <p>T2 – Creating tasks that utilize common rubrics to ensure understanding.</p>

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN
<Using triangulated school and district data to strengthen practice>

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
SD1 - Formative Numeracy & Literacy Assessments SD2 – Grade 4 and 7 FSA results SD3 - Student samples, self-assessments, & teacher observations	ED1 - Island Numeracy District Assessments ED2 – FSA Grade 4 and 7 results ED3 - Class Review Discussion (recognising individual strengths/stretches and strategies for supporting all learners)	TD1 - Studying data trends TD2 – Review results, delineate focus areas TD3 – Professional learning around “assessment for learning”

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...

- Focus on powerful assessment practices as professional learning
- Use admin visits to focus on desegregating data to identify trends
- Involve students in building classroom assessment (voice & choice)

So we can design and implement...

- Powerful professional learning opportunities and meaningful discussion for teachers around “assessment as learning”
- Provide collaboration time to provide opportunities to co-create assessments, criteria, and continuums.
- Align common assessment language and understanding “school-wide”

Then we will observe educators DOING AND DEMONSTRATING:

- More assessment language used/heard in planning, collaboration, and in class discussions (with students)
- Inviting students into assessment discussions in hopes of fostering student efficacy in their learning
- Mentorship & collaboration opportunities between FBS and BES

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Co-create learning activities with learners to provide various options for engagement
- Survey students about their interests, strengths and needs then incorporate that into the lesson planning
- Inquiry based projects & choice menus with Increase in activities involving gathering & triangulation data (observations, discussions, presentations of learning) with less dependency on “products”

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

- Be able to tell use “what they are learning, why is it important, and where to go next” and be able to set challenging learning goals for themselves
- Learn how to sustain effort and resiliency in their learning by monitoring and regulating distractions
- Recognize the learning tools that can support their learning and identifying strengths and stretches by monitoring their own progress and self-assessing their learning (on an ongoing basis)

And our Triangulated DATA/EVIDENCE will show:

- **Products** - formal assessment, student projects, student self-reflections, celebrations of learning
- **Observations** - teacher evaluations, class observations, admin & district support staff “visits”
- **Communication** - student/teacher discussions, parent meetings, celebrations of learning “feedback”

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:

- Ongoing professional learning around “assessment as learning”
- Ongoing conversations with students regarding their learning and self-assessment tools
- Monthly admin visits & staff meetings; setting classroom goals, & collaboration opportunities with BES staff
- Provide collaboration time for teachers to co-develop assessment tools & strategies
- Continue to promote assessment as a collaborative approach.