

# SCHOOL IMPACT PLAN



**Nanoose Bay Elementary School**  
2023-2024

### **SECTION 1 - OUR CONTEXT:**

We acknowledge and respect that Nanoose Bay Elementary School is located on the un-ceded traditional lands of the Coast Salish people, specifically locally, the Snaw-Naw-As Nation. NBES is found within a short walk from the beautiful Nanoose Bay and 26 km drive to Nanaimo and 15 km drive to Parksville. We currently have 332 students and 42 staff members who are committed to supporting students on their learning journey by providing opportunities for growth using a universal design looking through the lens of the circle of courage, our NBES Grit and taking advantage of our amazing environment with real life, experiential learning opportunities.

### **SECTION 2 - OUR AREA OF FOCUS/RATIONALE:** To Build independence by developing a community of learners who demonstrate the NBES GRIT competencies: Problem Solving, Regulation, Collaboration, Curiosity

Through the class review process this year, and in collaboration with the Learning support team and SBT, teachers with their students co-created goals. Some of the common stretches that were apparent were:

- Using words to solve problems
- Taking care of and choosing/using appropriate tools or strategies
- Self Advocacy, Focus, Stamina, whole body listening
- Exploring different options and ways to do something if its not working out, especially when the current choice is not working.

Towards the Spring, all class goals were collated and feedback was provided by all teachers regarding their goals. From this information, it was determined by the staff that a goal for next year would be to focus on building student independence. It's understood that we are here to support core and curricular competencies, but our goal would be on the foundation of building independence in order to move towards that growth.

Information was shared with PAC and they agreed to the focus and appreciated the comprehensive work, including student voice in creating this goal

**As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge is that a comprehensive plan be created to focus on building independence in our community of learners to support the growth and competency in problem solving, regulation, collaboration and curiosity**

### **What building independence does not look like**

- Teachers setting goals for students, rather use co-constructed goals with students.
- Students not solving problem independently and reactions that do not match the size of the problem
- Repetition of instruction due to lack of regulation and attention
- Asking the teacher for everything
- Hand up constantly asking for help
- Yelling out 'I'm done' or just sitting and waiting doing nothing
- Students disturbing others
- Asking "what do I do" after group learning time, instruction and practice.
- Students waiting for teacher direction for next steps
- Teacher guiding students through all transitions
- Fixed Mindset

### **What building independence looks like**

- Students have set personal learning goals. They will reflect and find evidence of their growth on an ongoing basis. (*Exploration of identity & self*)
- Being able to use strategies such as reading the room, ask 3 before me, ready do done, visuals, daily 5, positive growth mindset, being curious not furious
- Calm and Focused Students (*Learning involves patience and time*)
- Problem solving skills (*Recognize Actions and Consequences*)
- Students able to follow daily routines without disrupting the flow of learning
- Following expectations and routines
- Trying to complete tasks without adult involvement
- Taking Risks/going to next steps without being asked/prompted
- Making own choices
- Displays of zones of regulation, shape of the day, ready/do/done
- (*holistic, reflective, experiential*)

Highlighted areas in green reflect the First Peoples Principles of Learning

## Observable Vision for Success in Building Independence

### We will know we achieved our goal when we see:

Students Doing and Demonstrating	Educators Doing and Demonstrating	Types of activities and assessments that would allow us to observe if class is reaching the goal
<p><b>S1:</b> Students set and reflect on meaningful goals. <b><i>(Roles &amp; Responsibilities)</i></b></p>	<p><b>E1:</b> Teacher models the steps for goal setting, supports students in setting goals, and provides feedback.</p>	<p><b>T1:</b> Students use evidence to assess their work, reflect on feedback and set appropriate goals in a variety of contexts.</p>
<p><b>S2:</b> Students reliably use the tools, routines, and strategies that support their goals and learning <b><i>(Patience &amp; Time)</i></b></p>	<p><b>E2:</b> Teacher explicitly teaches the tools, routines, and strategies to “all” and creates access to technology, visuals, tools and strategies</p>	<p><b>T2:</b> Teacher observations, class goal, tools, reflections</p> <ul style="list-style-type: none"> <li>• Student checklist</li> <li>• Student reflections</li> <li>• Conferences</li> </ul>
<p><b>S3:</b> Students can recognize strengths and areas of focus in sustaining expected behavior, focus, and mindset <b><i>(Recognizing consequences of one's actions)</i></b></p>	<p><b>E3:</b> UDL practices</p> <ul style="list-style-type: none"> <li>• Reinforce growth mindset</li> <li>• scaffold</li> <li>• Time for practice and the power of “yet”</li> </ul>	<p><b>T3:</b> Use of Growth Mindset books/lessons in library</p> <ul style="list-style-type: none"> <li>• Self-Reflection</li> <li>• Passion projects and reflection on evidence across contexts</li> </ul>
<p><b>S4:</b> Students use flexible, creative, and critical thinking in order to solve problems.</p> <ul style="list-style-type: none"> <li>• Students match their strategy to the problem.</li> <li>• Students choose effective strategies.</li> </ul> <p><b><i>(Exploration of One's Identity)</i></b></p>	<p><b>E4:</b> Teachers coach students to identify the problem and options for solving.</p> <ul style="list-style-type: none"> <li>• Size of the problem</li> <li>• Talk about it, Walk away, Ask for help</li> <li>• Healthy communication</li> <li>• Variety of tool kits, SEL, Core Competencies, Curricular Competencies</li> <li>• Zones of regulation and strategies</li> </ul>	<p><b>T4:</b> Students use the zone of regulation to communicate their emotions.</p> <ul style="list-style-type: none"> <li>• Students demonstrate a variety of effective strategies.</li> </ul>

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**OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN BUILDING INDEPENDENCE:**

The data that will allow us to connect our Learning Plan to Observable Impact will include:

<b>S</b> tudent Based Data	<b>E</b> ducator Based Data	<b>T</b> ask/Activity Based Data
<b>SD1:</b> Students can tell people what the class/student goal is. Why is this the focus? What does it look like? What doesn't it look like?	<b>ED1:</b> Modeling and working through class goal Visuals (common language)	<b>TD1:</b> Student self-reflection for their reporting documents, portfolio's and data tracked and compiled then posted
<b>SD2:</b> Students complete reflections and name tools, routines and strategies that support their learning.	<b>ED2:</b> Visuals in the classroom, anchor charts, tool kits are available and accessible (common language)	<b>TD2:</b> Observation of student use and conversations, checklists of student use, ongoing self-reflection, tracking chart  Student checklist, reflections, conferences
<b>SD3:</b> Students can reflect on strengths and areas of focus in sustaining expected behavior, focus, and mindset, can take responsibility for their actions and scaffold plans for taking affirmative action	<b>ED3:</b> Reflect on UDL practices <ul style="list-style-type: none"> <li>• Reflect on class goal and reinforce with data collected</li> <li>• Scheduled time daily/weekly in calendar to design intentional support towards reflecting on and supporting goals (Catch the Calm)</li> </ul>	<b>TD3:</b> Student self-reflection for their reporting documents, portfolio's and data tracked and compiled then posted
<b>SD4:</b> Students can describe the strategy they used and how it was effective.  Students' reactions match the size of the problem.	<b>ED4:</b> Common Language on Visuals, Anchor charts and Reflections to be created and used A place or space for regulation and interaction Common language to be used in the classroom and outside	<b>TD4:</b> Reflection sheets in the office/classroom that relate to strategies and can be compiled, posted and tracked

## OUR IMPACT STATEMENT AND LEARNING PLAN:

To address this instructional challenge in our classrooms, we have developed the following impact statement and learning plan:

### **If we do the following...**

- Plan for PD with opportunities that include Team Building, School Based Independent Webinar (Alannah L, Karen F) , UDL practices
- Use Data from the Class Review to support plans for classrooms to work with students on identifying one goal for the class and themselves with a focus towards building independence
- Collaborate by reviewing data, transition forms, heat map to help drive instruction and focus on goal and create common language on visuals and exemplars of proficiency to be posted in all environments
- Dedicate time in at least one staff meeting a month to share feedback on class and student goals, collaborate on next steps
- Collect student data at least three times from their self reflections before each of the three communicating student learning times

### **We can design and implement...**

- Procedures to help create meaningful goals with a method of being able to reflect on progress, by staff and students, to show areas of strength and of focus.
- Common visuals and language to be used throughout all learning environments to support growth in building independence

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

- Increased collaboration with colleagues
- Using common language, visuals, strategies and supports
- Guiding students in their growth and development towards meeting their goals

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

- Student self reflections, use of strategy checklists
- Visuals in all environments with common messaging
- Term data collected and collated from reflection on goals

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

- Setting meaningful and appropriate goals, developing strength in using a variety of tools and strategies and the ability to self assess on their successes, reflect on stretches, record and post findings in portfolio's and identify next steps towards meeting their goals in becoming more independent. More students able to demonstrate independence criteria more reliably

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

- Increased levels of independence by showing a growth in problem solving abilities, self regulation strategies, collaboration and curiosity

## 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:

Use class reviews to create a goal that supports our focus on one aspect of building independence

Work with students to co create individual goals that students can self reflect, and create steps towards being successful

- Student goals can reflect the class goal or one part of it that is meaningful for the student
- Create systems for collecting self reflection data that can be posted and shared in the classroom reflecting goals
- Use data from student reflections to support numeracy big idea work in data and probability, graphing and posting results

Having monthly opportunities to check in and share in our cohorts and staff meetings, how the collection of data is going for meeting our goal.

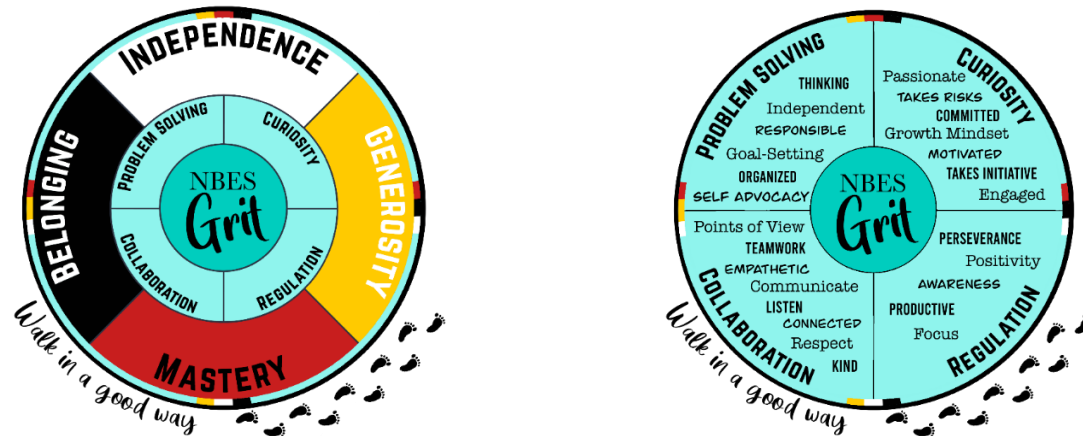
Collect, collate and present data from student self assessments, teacher assessment and surveys three times in the year to reflect on growth and development towards our goal and then adjust our sails to keep striving towards success.

- Connect numeracy big idea on data and probability by graphing and posting results three times per year, before each CSL date.

OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE: May 09, 2023

[https://docs.google.com/presentation/d/1kgnfirxY\\_bsr22dsohLEc7OV8xgnI9U4n\\_VGqivgxo0/edit?usp=sharing](https://docs.google.com/presentation/d/1kgnfirxY_bsr22dsohLEc7OV8xgnI9U4n_VGqivgxo0/edit?usp=sharing)

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 09, 2023



Walk in a good way, connected positively to your family, friends, community and environment