

SCHOOL IMPACT PLAN



Creating Equitable Classrooms for all Learners

Ecole Oceanside Elementary School

2023-24

SECTION 1 - OUR CONTEXT:

Ecole Oceanside Elementary School is situated on the shared territories of the Snaw Naw As and Qualicum First Nations. EOES is a K-7 bilingual school community of approximately 510 students. We currently have 15 learning spaces in French Immersion, 5 learning spaces in English, and 1 multi-age K-3 Primary Learning Community (PLC). Our staff is deeply committed to providing all students with a rich educational experience through both a social/ emotional and Universal Design for Learning lens.

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

Our two focus areas for the 2023-24 school year are “strengthening numeracy practices” and the “continued implementation of UDL principles” in hopes of creating equitable classrooms for all learners.

We have chosen to focus on these areas of growth in hopes of strengthening school-wide numeracy practices by applying the principles of UDL that we have been learning about as a staff over the past three years and by increasing points of access and diversifying assessment strategies.

These areas of focus were co-created by our staff & students through various discussions, surveys, class reviews, class goal setting initiatives, PATH discussions, student exit interviews, and ongoing teacher, administration student observations.

Some observations we noticed that led us to these areas of focus include:

- *Approximately 20 % of the French Immersion students exited the French Immersion program after grade 7 citing difficulty in “understanding math”.*
- *Students sought ways to avoid Math class by wandering the hallways and/or absent during Math lessons*
- *Increase in SBT referrals, directly related to numeracy & literacy, with request for more 1-1 support*
- *Increase in French Immersion parent concerns, especially at intermediate level, in regards to their child(ren)'s learning needs.*
- *Discrepancy between class-based reporting data VS district an/or ministry reporting data (FSA)*

Instructional Challenge

As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge is to strengthen school-wide numeracy practices by incorporating new math strategies, applying the principles of UDL, by increasing points of access and diversifying assessment strategies, in hopes of creating equitable classrooms for all learners.

OBSERVABLE VISION FOR SUCCESS IN “Strengthening Numeracy Practices though UDL principles”

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 - Using multiple strategies to solve math problems and to demonstrate their learning</p> <p>S2 – Accessing a variety of learning tools to support their learning</p> <p>S3 - Begin and complete a task, using a variety of learning strategies,</p> <p>S4 - self- assess their learning progress</p>	<p>E1 - Aligning class reviews, class support plans & Inverted “Y’s” with their class goals</p> <p>E2 – Using LST to “model” UDL principles and learning tools in classrooms</p> <p>E3 – Engaging in professional learning to strengthen their pedagogical “tool kit” to provide multiple access points for their learners</p> <p>S4 - Utilizing a variety of assessment tools including provincial, district, and classroom generated</p>	<p>T1 - Activities that provide teachers with triangulated assessment data to guide their practice</p> <p>T2 – Opportunities and activities for students to explore what “learning tools” are available and which work for them</p> <p>T3 – Math “centers”, Math “playground”, Math manipulatives, Vertical Surfaces learning opportunities</p> <p>T4 - Co- creating assessment criteria</p>

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN “Strengthening Numeracy Practices though UDL principles”

The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below):
(NOTE: try to keep these to a limited number of highly observable descriptors written in audience-friendly language.)

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity based evidence (TD)
SD1 - Formative Numeracy Assessments SD2 – Grade 4 and 7 FSA results SD3 - Student samples SD4 - Teacher Observations SD5 - Student Efficacy	ED1 - Island Numeracy District Assessments ED2 – FSA Grade 4 and 7 results ED3 – Planning for Instruction ED4 - Class Review Discussion ED5 - recognising individual strengths/stretches	TD1 - Studying data trends TD2 – Review results, delineate focus areas TD3 – Explore resources, Pro D TD4 - Consider LS tools TD5 - Design multiple access points for students

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 model and co-design UDL practices school wide, then ALL teachers will be able and willing to work towards creating and managing inclusive classrooms, allowing ALL students to be able to access their learning (and complete a task) using multiple entry points.

If we do the following...

- Align class reviews, class support plans & inverted “Y’s” with our class goals
- Focus on UDL professional learning & Mentorship Opportunities (Lynne Bouchard)
- Use staff meetings to focus on UDL, Learning Sprints, staff stories and math explorations
- Use LST to “model” UDL principles in classrooms
- Use French Immersion PATH process to guide of journey

So we can design and implement...

- Powerful Pro D opportunities for teachers
- Engage in meaningful math pedagogical discourse
- Provide collaboration time for staff during staff meeting for co - creating assessments and criteria
- Teacher share outs, classroom visits,
- Align common assessment language and understanding
- Employ UDL principles and tools within the classroom

- Access the support structures at the school; SBT, LST, ADMIN

Then we will observe educators DOING AND DEMONSTRATING:

- More UDL language used/heard in planning and collaboration
- Class goals will shift from expected behaviours (compliance) to student's being able to use the learning tools necessary to complete a task.
- Less requests for EA & "pull-out" support
- Mentorship
- Collaboration
- Increased use of Math manipulatives, alternative deliveries of instruction, multiple access points for learning
- Increased use of Learning Support tools; Ready Do Done, analog clocks, optional seating, etc

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Survey students about their interests, strengths and needs then incorporate that into the lessons
- Use choice menus
- State learning goals clearly to learners
- Provide options for engaging with texts
- Inquiry based projects
- Increased triangulation of data; less dependency on " products"

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

- Will be motivated to learn
- Will be able to set challenging learning goals for themselves
- Know how to sustain effort and resiliency in their learning
- Monitor and regulate distractions to their learning
- Recognize the tools and resources that support their learning
- Formulate plans for learning
- Monitor their own progress
- Recognize their own strengths and stretches
- Create effective plans and strategies for their own learning

And our DATA/EVIDENCE will show:

- **Products** - class reviews, class support plans, inverted Y's), student projects, student self - reflections
- **Observations** - teacher evaluations, class observations, decreasing FI numbers, increase in student efficacy
- **Communication** - SBT referrals, exit interviews, parent concerns, FI PATH discussion & prevailing need for more supports

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:

- Fall Class Review, followed by January and March “ check in”
- Monthly Staff meetings; set classroom goal, review goals, collaborate with grade level teachers
- Model UDL principles at Staff Meeting
- Provide collaboration time within the timetable
- Continue to promote SBT as a collaborative approach
- Pro D opportunities for Math
- Encourage teachers to share out at staff meetings
- Lunch and Learn Book Study
- Make Classroom Goals Visible; “ Please notice that our class goal is...’
- Conversations with students regarding their learning