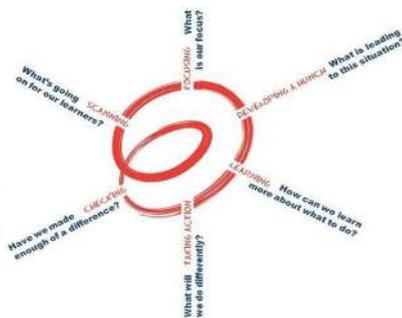


2021-2022

Begbie View Elementary

SCHOOL LEARNING FOCUS



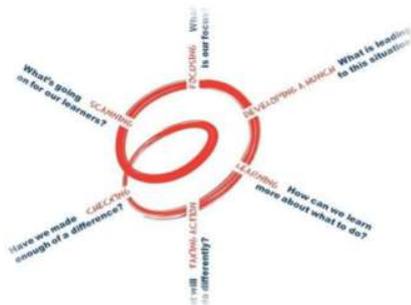
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Begbie View Elementary 2021 – 2022 School Learning Plan

BVE Inquiry Process for Building our School Learning Plan

BVE uses an approach to building our School Learning Plan based on the Spiral of Inquiry. The Spiral of Inquiry was developed by Dr. Judy Halbert and Dr. Linda Kaser, and supports schools/networks in taking an inquiry-oriented, evidence-based approach to learning and teaching – one that focuses on making the education system more equitable through the provision of high quality learning opportunities for all young people. The Spiral of Inquiry has six key stages: scanning, focusing, developing a hunch, new professional learning, taking action and checking that a big enough difference has been made. At each stage in the spiral, three questions are asked: What is going on for our learners? How do we know? And Why does this matter? The Spiral of Inquiry is about listening to learners and reflecting on our own practices as educators. The spiral image captures the nature of inquiry – a continuous process and not a fixed cycle. The six key stages in the framework help school teams take a disciplined approach to professional inquiry, but inevitably, the true process will be messy and moves between the stages as needed. The spiral is never complete – new learning always brings about new questions, ways of knowing and new opportunities for our learners.



Our School Learning Story:

Begbie View Elementary is a community of 273 students and approximately 35 staff members. Our school is located within walking distance of downtown Revelstoke, and most of our students live within walking or biking distance of the school. Our school is a “Neighbourhood of Learning”, co-located with the Revelstoke Acrobats Gymnastics Club, Interior Health Speech and Language Pathologist, Columbia Basin Alliance for Literacy, Revelstoke Childcare Resource and Referral, and Cornerstones Childcare. These connections to the wider community are important to our students, families and staff, and offer unique opportunities for learning.

BVE is fairly diverse. Our students come from a range of socio-economic backgrounds, with varying levels of family involvement in the school and parental educational backgrounds and experiences. Our school was built in 2012, so it has been nine years since two schools amalgamated to form BVE. BVE has comparatively (with other schools in our community) more students whose first language is not English (or with multiple first languages).

BVE MISSION STATEMENT

At BVE, we strive to create a culture of inclusion and respect. In this environment, students are able to work towards becoming life-long, creative and critical learners who are connected, compassionate and contributing members of their community.

Our Motto: Growing Together...Being Our BEST

B - Be respectful and responsible

E – Effort

S – Safety

T – Thoughtful

Scanning:

(What do we, as staff and community, know about our students – their successes and challenges? What’s going on for them)

What is going on for our learners?

Last year, through conversations and surveys with staff, students, parents we identified three areas to address:

- Bring to life the school motto and Code of Conduct
- Consistency of Expectations and Follow- through
- Shared vision for the school

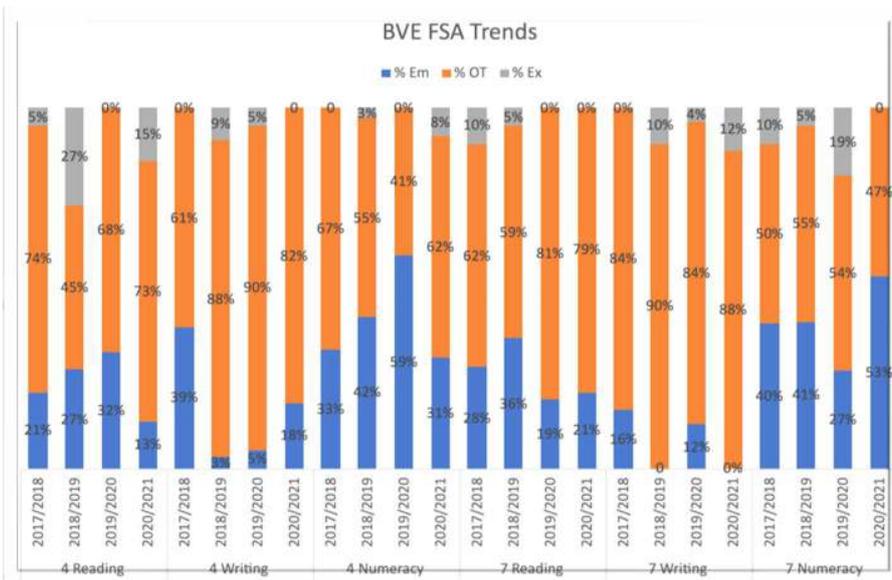
Using a school-wide approach, we built on four themes throughout the year, each intended to bring life to these goals: 1) diversity – what makes us different makes us stronger 2) learning about emotions and self-regulation 3) growing kindness together 4) heart health

We have noticed that our efforts last year have resulted in a calm school environment in which students feel safe to take risks with their learning and personal growth. We also notice the lingering impacts of the pandemic, especially in terms of cohorts, lost time due to handwashing, fewer parent contacts and volunteer connections in the community.

In the second year of our inquiry cycle, staff have begun setting priorities for our work going forward. Broadly, a few areas of focus have emerged from our Scanning process:

- 1) Professional learning for quality instruction (implementing the core and curricular competencies, planning that builds inclusive and differentiated learning spaces, assessment as/of/for learning, maximizing mentorship, professional development, collaboration and team-teaching opportunities) Reading – especially primary reading – is indicating good results. We observe this to be the result of shared, consistent assessment (PM Benchmark training, collaborative
- 2) diagnostic practice), effective literacy structures (Daily 5, word work, Writer’s Workshop), and an investment in resources. Next, there is a desire to focus in a similar way on the areas of student writing and numeracy, and on building reading comprehension in the intermediate grades.
- 3) School-wide and community connectedness. Our school has been impacted by the COVID-19 pandemic, and we feel it is important to re-build the connections between students of all ages within our school, with parents, and with the broader community. We hope to use: intergenerational learning opportunities, buddy classes, family groups, student leadership, school-wide fun days and school spirit-building activities.

As part of the scan process, staff, parents and students view and discuss a variety of school and provincial evidence and as well as our anecdotal impressions of the learning community. These data sets in addition to a review of student academic achievement in reading, writing and numeracy inform our next steps to improve the learning experience for students.



Focus:

(From what we know, what is the most important work we can do to improve the success for our students? What key area of learning will we focus on?) (Literacy, Numeracy and Social Emotional learning)

What will have the biggest impact?

At BVE the scan process indicates that we want to balance our focus on academic achievement with enhancing the wellness of our students, socially, emotionally and physically, particularly as we emerge from the pandemic.

- 1) Teaching and Learning that builds student competence and confidence in Comprehension, Writing and Numeracy
- 2) Purposeful learning and student agency – Ensure students have a clear idea of what they are learning and why it is important.
- 3) Opportunities for School-wide and community connectedness.

Question:

(State what our driving question will be)

If we plan purposeful learning and leadership opportunities, can we build and foster self-motivation, student agency, and 'grit'?

If we use the First Peoples' Principles of Learning, can we help all learners feel more connected to each other, teachers, community, nature, the world?

If we strive to implement an equity lens, can we counter feelings or experiences of inequality and exclusion and build resilience in our students?

Hunch:

(What is leading to this situation for our learners?)

If we plan purposeful learning and leadership opportunities, can we build and foster self-motivation, student agency, and 'grit'?

If we use the First Peoples' Principles of Learning, can we help all learners feel more connected to each other, teachers, community, nature, the world?

If we strive to implement an equity lens, can we counter feelings or experiences of inequality and exclusion and build resilience in our students?

New Professional Learning:

(Summarize the new areas for professional learning and how we will go about designing new learning for ourselves and our staff that will impact our learners)

What do we need to learn? How will we learn this?

Literacy: (Reading and Viewing) Whole-class assessment tools and structures that inform teaching and learning in the Intermediate Grades. Emphasis needed on reading for information (non-fiction texts). (Writing and Representing) Writer's Workshop, Word Work, Powerful Writing Structures, School-Wide Write assessment to inform instruction (Listening and Speaking) Oral language, story sharing

Numeracy: Number sense Inquiry, Building Thinking Classrooms (Peter Liljedahl), Daily 3, First Steps in Math, meaningfully weave FPPL into our mathematics instruction

Social Emotional: Increase familiarity and use of the Core Competency language and exemplars, Mental health classroom practices and resources (Mind Up, EASE, PAUSE, Mental Health Literacy and trauma-informed practices), continue to implement Effective Behaviour Support (EBS) and Restitution approach to discipline in our school Code of Conduct.

Taking Action:

(Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve outcomes for our students?)

What can we do to make a meaningful difference?

- 1) Provide collaboration opportunities professional learning and mentorship in alignment with our School Plan.
- 2) Plan purposeful, experiential learning opportunities across all content areas, opportunities for student choice, student agency, student leadership and intergenerational learning.
- 3) Re-build the connections between students of all ages within our school, with parents, and with the broader community to increase School-wide and community connectedness. Use intergenerational learning opportunities, buddy classes, family groups, student leadership, school-wide fun days and school spirit-building activities.

Checking:

(Describe how you will know what we are doing works and that we have made a difference for our students? What are we using as our baseline evidence? How will we respond if we see no changes? Are we making a difference? How do we know?)

We will look at student data and reflect on the trends over time. Data will come from the Student Learning Survey, PM Benchmark Reading Levels, Middle Years Development Index (MDI), Foundations Skills Assessment (FSA) Literacy and Numeracy Data.

