

# Begbie View Elementary

## School Learning Plan 2022-2023



Our BVE School Plan has been developed to be in alignment with the guiding principles and collective commitments of BC's Framework for Enhancing Student Learning (FESL). School plans are part of a system-wide focus, which among other objectives, aims to:

- ✓ Place students at the centre
- ✓ Establish and maintain high and measurable standards
- ✓ Encourage and support quality teaching and leadership
- ✓ Foster safe and welcoming learning environments.

The School District No. 19 (Revelstoke) Strategic Plan 2021-24 further emphasizes aspects of these objectives for our District, and outlines our District Mission, Vision and Values. BVE uses an approach to building our School Learning Plan based on the Spiral of Inquiry (Halbert and Kaser). This approach emphasizes the iterative process of continuous improvement: scanning, focusing, developing a hunch, new professional learning, taking action, and checking that these actions have had impact. The spiral is never complete, but begins again with refinements in observation, new evidence, taking a different perspective, or new learning

## Our School Learning Story:

This 2022-2023 Update is the third iteration of our initial School Learning Plan, and we are proud to be able to show many positive impacts across our goal areas. In 2022-2023 our BVE school community continued to thrive. We celebrated the first decade since the doors to BVE opened in November 2012, ending the school year in 2022 with a big “Birthday Party”, a commemorative mural, and a time capsule with contributions from each class. In ten years, BVE staff and students and families have seen a lot of change, and we are proud of our vibrant and inclusive school. Staff, students, families and community partners work hard to maintain a variety of activities and opportunities that keep the learning interesting and intellectually challenging, while also being a safe and supportive place to learn and develop. Ten years in, we are not resting on our accomplishments to date; rather we continue to reimagine our school, and collaborate to realize the next steps for our learning.

As we look toward future decades at BVE, many of our conversations involve reflecting on the role of schools and education in Canada’s colonial legacy, and what we can examine in how our own school and community move toward Truth and Reconciliation in a meaningful way. From our school’s very name, Begbie View, and the problematic historical associations of Judge M.B.Begbie, to the erasure of original place names, language and stories, animal and plant Relatives, and traditional knowledge of this area, we have much to learn and lots of work to do.

Central to our school culture is a recognition of the strength that exists in diversity. In nature, diversity ensures plentiful options for adaptation and survival. In a school setting, it is important to nurture diversity within a safe school environment. When multiple strengths and perspectives are celebrated and shared, all learners see themselves reflected, appropriately challenged, and also supported. Our motto, “Growing Together, Being our B.E.S.T.” helps us build our learning on a foundation of respect and responsibility, good effort, safety and thoughtfulness.





## Scanning: (What do we, as staff and community, know about our students, their successes and challenges? What's going on for our learners?)

This year marked the most “normal” school conditions since the COVID-19 pandemic began in 2020. We were relieved to be able to open our doors and see the return of parents and volunteers in our school. District-wide and Regional opportunities resumed, including out of town travel. Throughout our community, we were able to take more field trips and take advantage of reduced restrictions like masking. Within our building, Strong Start and Roots of Empathy, as well as in-person Ready, Set, Learn resumed.

Other context to this year included increased illness from other bugs (influenza, RSV, etc), lingering mental health and family stress impacts from the pandemic, and also from inflation and the increased cost of living in Revelstoke. Our school experienced some staffing shortages due to a combination of increased short-and long-term illness and shortages in on-call, casual staff. Despite these challenges, we have been very pleased with student self-reported levels of connectedness, school belonging, and enjoyment of school.

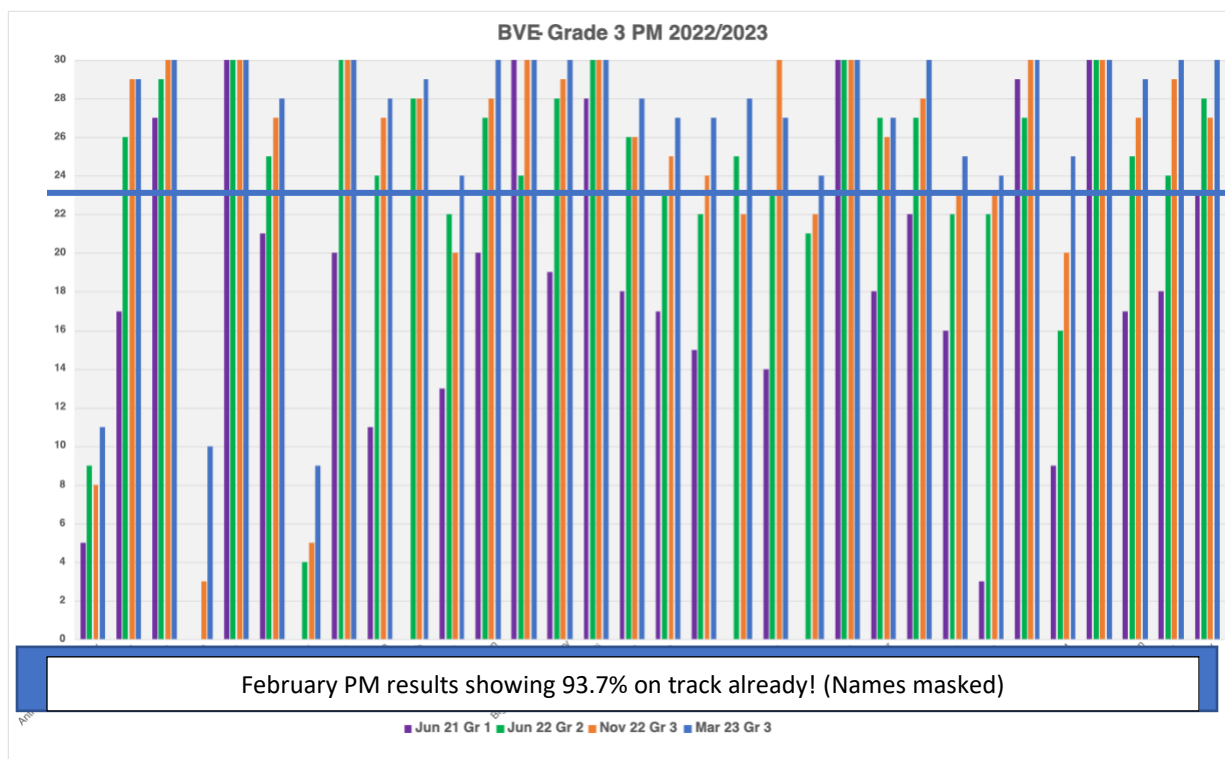
### *A safe, engaging and inclusive school environment*

Student Learning Survey Trends- Most/All of the Time (Never/Almost Never)



	2019	2020	2021	2022	2023
Grade 7 Do you like school ?	26%	27%	47%	43% (6%)	62% (8%)
Grade 4 Do you like school?	34%	71%	68%	48% (0%)	74% (0%)
Grade 7 Do you feel welcome at school?	39%	60%	42%	76% (6%)	84% (0%)
Grade 4 Do you feel welcome at school?	58%	77%	75%	61% (0%)	91% (2%)
Grade 7 Belong at school?	39%	53%	37%	66% (6%)	68% (6%)
Grade 4 Belong at school?	37%	79%	58%	57% (3%)	82% (0%)

Academically, we continued to carefully monitor and respond to data trends that we observed in Reading, Writing and Numeracy. For example, in the Fall PM Benchmark data, we were surprised to see some students had not made anticipated gains, and in a few instances, students had even declined in their reading over the Summer. As part of our goal setting last year, we had included a goal for enhanced staff development and school-wide reading instruction of phonemic awareness, and so we fast-tracked implementation. We were delighted with the results. Within four months the Grade 3s had surpassed the target of 90% on track – a target we had set to reach in June had already been reached in February!



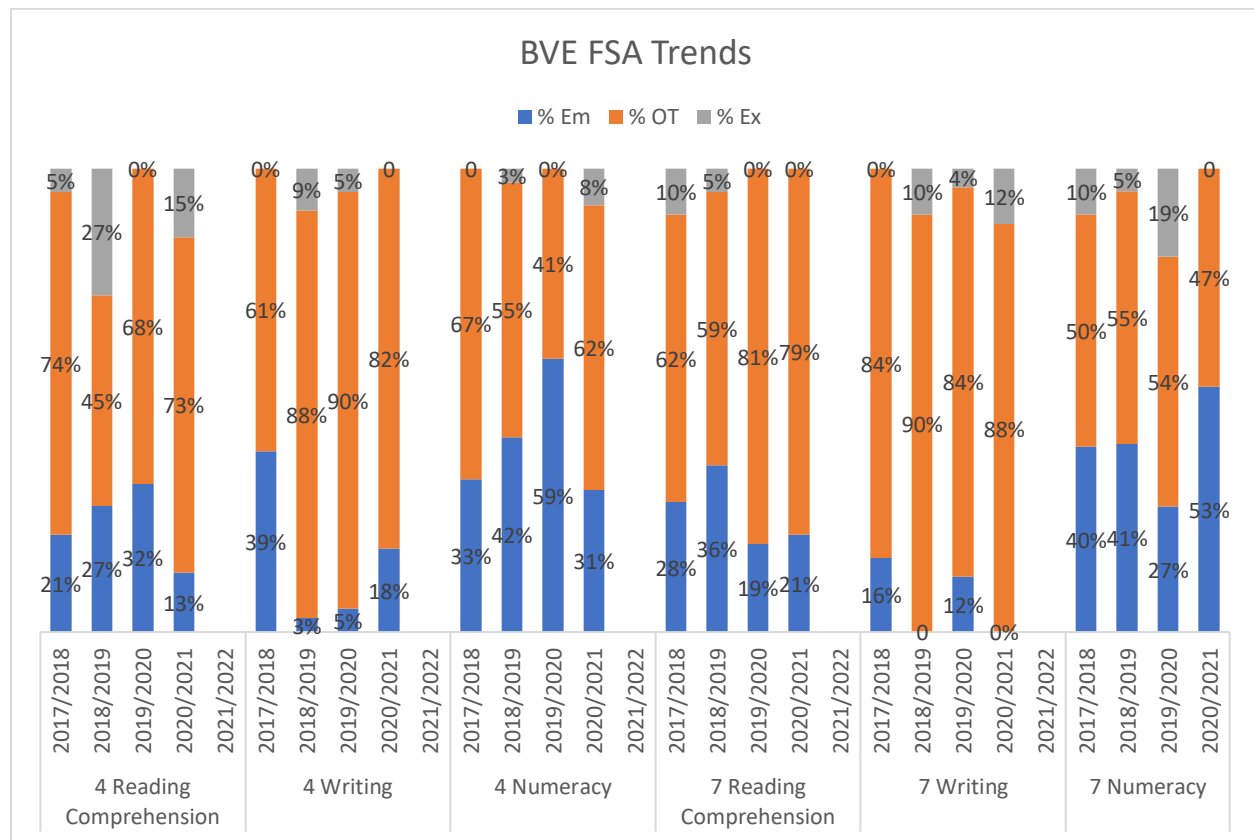
This was our second year gathering school-wide writing data, and we are seeing good results in this area as well. Classroom teachers have been given release time to meet with colleagues, review the BC writing performance standards, and use them to mark and compare their assessment of samples of student work. Teachers were then able to pick a focus for their instruction based on the results in their classes. Additionally, the District made Adrienne Gear's Powerful Writing teaching resource and webinars available to schools at no cost. The school-wide data, shared and marked collaboratively, with targeted instruction and intervention based on sound research has had predictably effective results. Here is a sample to show how teacher's use the information to plan instruction:

	<b>Meaning</b> ideas/info, use of detail	<b>Style</b> clarity variety impact of language	<b>Form</b> beg/mid/end, organization, sequence, conclusion	<b>Conventions</b> complete sentences, spelling, punctuation, grammar	Snapshot
Grade 3 Feb Sample	E 12% D 41% P 41% E 6%	E 12% D 65% P 23% E 0%	E 23% D 53% P 18% E 6%	E 0% D 47% P 53% E 0%	E 0% D 59% P 35% E 6%

Improving numeracy diagnostic information was identified as an area of focus for this year. We have used First Steps in Math in most Primary classrooms this year, as well as with Intermediate students whose numeracy understanding indicates further instruction is needed. As yet we do not have a school-wide numeracy screener, but as a District this is in process, and we are looking forward to having this information. Using item-level analysis on Provincial FS data has helped teachers see the aspects of the FSA that can provide valuable information for their instruction. We will continue to build student confidence, skills and knowledge through further emphasis on collaboration and instruction aligned with revised curriculum.

	FSA Literacy*		FSA Numeracy	
	2021-22	2022-23 (unofficial)	2021-22	2022-23 (unofficial)
Grade 4	Exceeding 10%, On Track 59%, Emerging 31%	Exceeding 11%, On Track 84%, Emerging 5%	Exceeding 41%, On Track 59%, Emerging 0%	Exceeding 11%, On Track 81%, Emerging 8%
Grade 7	Exceeding 7%, On Track 83%, Emerging 10%	Exceeding 11%, On Track 79%, Emerging 10%	Exceeding 43%, On Track 37%, Emerging 20%	Exceeding 7%, On Track 75%, Emerging 18%
*(reading and writing skills were combined after the 2020-2021 on the FSA)				

For context, this graph shows BVE's FSA trends over time:



### Description of Foundation Skills Assessment

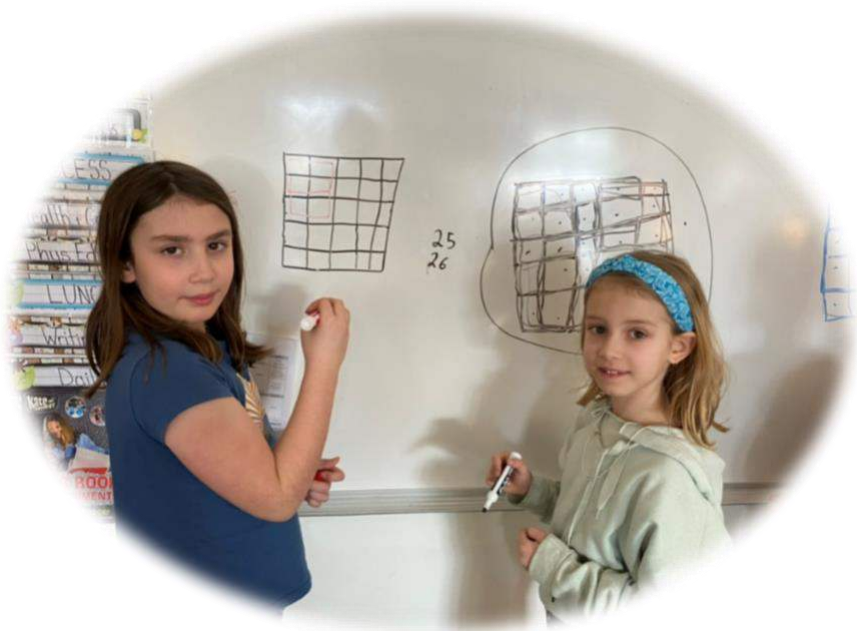
The Foundation Skills Assessment (FSA) is an annual assessment of students' literacy and numeracy skills at Grades 4 and 7. The FSA is the first provincial assessment in which students participate.



The purpose of the FSA is to:

- ➔ provide system-level information on student performance
- ➔ support decision making (interventions, planning, resource allocation, curriculum, policy, research)
- ➔ support districts and schools with information on student performance

The FSA is meant to complement the information teachers collect on student performance through ongoing methods of assessment.



## Scanning, cont'd

Since September our school as a whole has been having conversations about how we can bring meaningful Truth and Reconciliation into our teaching and learning. Orange Shirt Day is important, but we want to try to decolonize our everyday learning – or at least become aware of the impacts today of the colonial past.

Many classes at BVE have visited the Revelstoke Museum and Archives, where Curator and Museum Director Cathy English, as well as community volunteers, have been teaching students about local history, but also about how Historians themselves are taking a second look at how they teach and think about the past.

We are learning from local author Laura Stovel about the importance of the Columbia River in Sinixt and other Indigenous peoples' lives, and about the immense changes that dams on the Columbia have brought to the landscape, flora, fauna, and cultures that relied on the river. Students are learning about the Sinixt people and language, and how smallpox and other epidemics impacted the local indigenous population even before European settlers moved here.

We are learning to say some words in Nsyilxen, like:

- way xast sxəlxált (Why Hassle Halt!)
- iskwíst \_\_\_\_ (Ee Squeest \_\_\_\_ ) Hello! My name is \_\_\_\_.
- Limlempst Thank you
- sn'xw' ntkwitkw (Sin when tu queet ku) Swift River (the Columbia River)

We are also learning about the salmon, and the impact the dams had in particular on the salmon and other fish in the Columbia. Our school raises Chinook salmon each year, and we travel past Salmon Arm to view the Sockeye run in the Fall, and to release our Chinook in the Spring. We also went to spot Kokanee salmon at Bridge Creek in the Fall, and noticed that there are very few of them, and that land-locked salmon are comparatively small. We wonder and talk about why we have to travel to a different watershed to release our school-raised fingerlings so they can get to the ocean.

An Elder from the Secwepemc Nation has begun to visit us monthly and has taught us songs and stories about our area, and we are grateful to meet him and hear about his love for the mountains, lakes and rivers nearby. The Indigenous Education Department is taking a few of our classes on a learning journey about the Columbia River, starting just below the Revelstoke Dam, and ending at the boat launch near the ball fields.



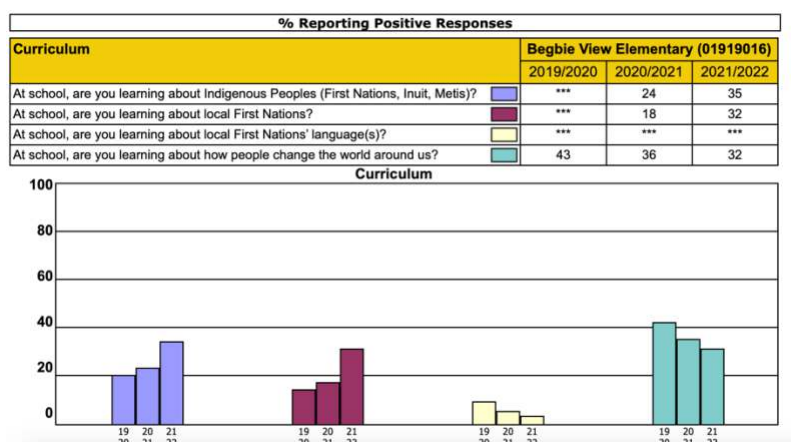


We have much yet to learn, but are gratified to see our progress so far.

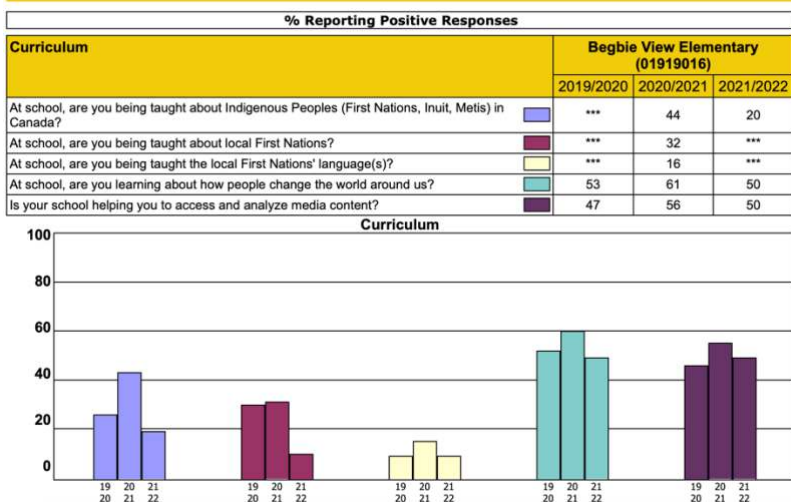
	2023 Student Learning Survey
<b>Grade 4 Do you participate in any Indigenous (FN/I/M) activities?</b>	Sometimes 30% Most /All 11% (Never/Almost never 49%)
<b>Grade 7 Do you participate in any Indigenous (FN/I/M) activities?</b>	Sometimes 32% Most /All 8% (Never/Almost never 50%)
<b>Grade 4 At school are you learning about Indigenous First Peoples?</b>	Sometimes 61% Most/All 22% (Never/Almost Never 5%)
<b>Grade 7 At school are you learning about Indigenous First Peoples?</b>	Sometimes 30% Most/All 55% (Never/Almost Never 11%)
<b>Grade 4 At school are you learning about local First Nations?</b>	Sometimes 44% Most /All 35% (Never/Almost never 3%)
<b>Grade 7 At school are you learning about local First Nations?</b>	Sometimes 30% Most /All 11% (Never/Almost never 49%)
<b>Grade 4 -At school, are you learning about local First Nations' language(s)?</b>	Sometimes 44% Most/All 22% (Never/Almost Never 22%)
<b>Grade 7 At school, are you learning about local First Nations' language(s)?</b>	Sometimes 41% Most/All 29% (Never/Almost Never 23%)



Historical SLS results for comparison:  
Grade 4 Results % reporting positive responses



**GRADE 7 RESULTS (in %), 2019/2020 - 2021/2022**



**FOCUS:** (From what we know, what is the most important work we can do to improve the success for our students? What key areas of learning will we focus on?)

1. Continue to ensure a Safe, Effective and Inclusive Learning Environment
2. Quality Teaching and Learning
3. Work to implement Reconciliation, enhance opportunities for learning stories, language, about the people and history Indigenous to this place

**Hunch & 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?)

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**Goal 1: Continue to ensure a Safe, Effective and Inclusive Learning Environment**

Ensure the school is well-organized and resourced. Ensure the school is safe for students and staff (consistent expectations and reliable follow-through, collaborative problem-solving, informed by shared values of respect and compassion, consistent with our school Code of Conduct, Mental Health and Wellness support, instruction, and frequent review of strategies for students to try, support with basic needs through Breakfast Program, additional school food programs).

**Measure: 90% or greater positive student self-reporting on questions in the SLS related to their interest/enjoyment of school and learning, safety, belonging**

	2022	2023
Grade 7 Do adults at school welcome your questions ?	Most/All 76% (0%)	85% (0%)
Grade 4 Do adults at school welcome your questions ?	Most/All 72% (0%)	86%(0%)
Grade 7 Do you feel you have a choice about what you learn?	Sometimes 43% Most/All 30% (Never/Almost never 16%)	Sometimes 48% Most/All 38% (Never/Almost never 8%)
Grade 4 Do you feel you have a choice about what you learn?	Sometimes 42%, Most /All 14% (Never/Almost never 41%)	Sometimes 55%, Most /All 13% (Never/Almost never 27%)
Grade 7 Are you learning to solve problems with others in peaceful ways?	Sometimes 23% Most/All 52% (Never/Almost Never 16%)	Sometimes 18% Most/All 62% (Never/Almost Never 8%)
Grade 4 Are you learning to solve problems with others in peaceful ways?	Sometimes 23% Most/All 64% (Never/Almost Never 7%)	Sometimes 27% Most/All 63% (Never/Almost Never 0%)
Grade 7 At school, do you get to work on things that you are interested in?	Sometimes 53% Most/All of the Time 36% (Never/Almost Never 6%)	Sometimes 44% Most/All 36% (Never/Almost Never 12%)
Grade 4 At school, do you get to work on things that you are interested in?	Sometimes 61% Most/All 30% (Never/Almost Never 6%)	Sometimes 33% Most/All 55% (Never/Almost Never 10%)



## **Goal 2: Quality Teaching and Learning**

**Overall-** Build on opportunities for purposeful, place-based learning, and learning in our broader community, enhanced opportunities for student agency, voice and choice. Continue to support teachers and staff with their own learning, and also to feel confident and positive about the work they do with students and families. Provide opportunities for collaboration and mentorship, both for student and staff learning. Ensure instructional and assessment practices are based on sound research and are culturally responsive, especially in relation to the First Peoples' Principles of Learning (FPPL) and the Truth and Reconciliation Commission's (TRC's) calls to action for education.

**Literacy-** Classrooms offer a balanced literacy program, with specific phonological instruction. Targeted phonemic awareness instruction using Heggerty (in Kindergarten) and Equipped for Reading Success (Kilpatrick) in Gr. 1 through 7. Classroom teachers co-teach with the SD 19 Speech and Language Pathologist and with Learning Support Teachers. Focus on increased comprehension of non-fiction and fiction texts in conjunction with fluency using whole class reading assessments, and Reading Power Fiction and Non-fiction. School-Wide Writes, with a focus on co-creating criteria with students, collaborative assessment with teachers, and enhancing student writing development using resources like Writing Power (Adrienne Gear) and 6+1 Traits of Writing (Culham). Classroom instruction is built on a Daily 5/Café workshop model to ensure frequent conferencing opportunities and just-right challenge for each student.

**Numeracy-** We would like to see our Numeracy results continue to improve. In the past three years we have seen encouraging results, but it is still the area that has the most students in the "emerging" category on both the Grade 4 and Grade 7 FSA. Classroom Numeracy instruction must maximize student thinking and solid numerical understanding, rather than rote learning or procedural memorization. All learning, but numeracy learning in particular, requires taking risks and making errors. Numeracy learning is recursive, and classrooms must be set up to provide spaced and varied practice, with challenging and

interesting problems. Samples of resources we regularly use include: First Steps in Mathematics (Government of W. Australia Department of Education resource), Carole Fullerton- Developing Number Sense, and others, Peter Liljedahl- Thinking Classrooms, and his Numeracy Tasks resource, Jo Boaler- Stanford University Math for Teachers and You Cubed resources, Math Daily 3 station classroom framework, Math Work Cycles, and Numeracy Circles classroom framework with Susan Leslie in Kindergarten.

**Measure:** 90% or greater On Track on FSA; 90% or greater Proficient or Extending in District assessments



**Goal 3: Work to implement Reconciliation, enhance opportunities for learning stories, language, about the people and history Indigenous to this place**

Ensure instructional and assessment practices are informed by the First Peoples' Principles of Learning (FPPL) and the Truth and Reconciliation Commission's (TRC's) calls to action for education. Enhance opportunities for BVE students and staff to learn from local and Indigenous Elders. Enhance opportunities for students and staff to learn the languages, stories, and practices indigenous to this area.

Measure: 90% or greater **Measure: 90% or greater positive student self-reporting on questions in the SLS related to learning about local First Nations and local First Nations languages**



**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)

**Reading:** Continue to enhance staff knowledge about reading acquisition and reading instruction. Implement Heggerty and Kilpatrick phonemic awareness resources across all Primary grades, and beyond as students require. Continue to enhance classroom libraries, build decodable text resources for early grades. Implement whole-class reading assessment in Grades 4 and up, and Café model in Primary. Facilitate collaboration and conferencing to plan individual and class instruction.

**Writing:** Continue with thrice yearly school-wide writes and Adrienne Gear Reading Power professional development.



**Numeracy:** Continue with First Steps in Math and Thinking Classrooms professional development. Learn about Numeracy Circles in Kindergarten with Susan Leslie. Continue to build connections through the BC Numeracy Network and BC Association of Mathematics Teachers.

**First Peoples' Principles and Truth and Reconciliation:** Build bank of resources and activities to further emphasize the importance of respect and gratitude. Continue to increase Nsyilxen language visibility and use in our school, using resources from the Salish School of Spokane. Increase our connections to local First Nations organizations and individuals.