



# BEGBIE VIEW ELEMENTARY

## School Learning Plan

### 2024-2025



## School Focus

1

### School Environment



2

### Literacy & Numeracy



3

### Reconciliation



# Our School Learning Story:

Begbie View Elementary (BVE) is a school of approximately 273 students, located on the shores of the Snx̓w̓ ntkwítkw “Sin-When-tu-Queet-Qu” (Columbia River) which means ‘Swift River’, on the traditional and unceded territory of the Sinixt, land shared by Secwepemc, Syilx and Ktunaxa people since time immemorial.

BVE has 14 classes, five of which are combined grades and nine of which are straight grades. Our student population is drawn from the greater downtown Revelstoke area, from the Illecillewaet on the Southeast, to the neighbourhood of Farwell and the Big Eddy bridge on the North-west. 2024 marks the twelfth anniversary of BVE opening its doors, and our school has established a unique spirit and identity. A few of our staff members and families remember the two schools that closed and amalgamated, Mount Begbie and Mountain View Elementary, but for most of our population, BVE has been their neighbourhood school of memory. Over the past five years, we have been fortunate (and have worked hard) to enhance the physical setting of the school, including the installation of two new playgrounds (one natural and one accessible), two murals, an outdoor shade area, equipment storage, student-created banners, a huge environment-themed quilt, etc.

The BVE community – students, staff and parents – have been working to recognize the persistent impacts of colonialism on our society, and in education in particular. We are working to shift practices and approaches that perpetuate barriers to education for First Nations, Inuit and Métis children and families. Also central to our school culture is a recognition of the strength that exists in diversity. We celebrate multiple strengths and perspectives, and work to ensure that all learners see themselves reflected in their school. Our student population is quite diverse, including families whose roots have long been in this area, from across Canada and Turtle Island, as well as students and families who have come from around the world, including: Jamaica, Bangladesh, Philippines, Venezuela, Colombia, Ukraine, Japan, South Korea, Vietnam, Madagascar, Taiwan, Australia, and beyond.

Our school motto, “Growing Together, Being our B.E.S.T.” gives us a shared language of the importance of building 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 them?

#1 The energy in the school is very positive, with students, staff, and parents all lending a hand to provide engaging and community-building opportunities for students. Leadership, clothing swaps, Spirt Days, whole school hot lunches, sports and teams are all up and running. Classrooms have built their behaviour expectations, aligned with our whole school expectations. Bi-weekly assemblies reinforce focus areas, and we have implemented the Secwepemc Circles of Learning framework schoolwide to focus on different Core Competencies. The teaching tool Open Parachute is being used school-wide to support SEL and MH lessons and ongoing conversations.

#2 As a school, we continue to implement systemic mathematics and numeracy instructional practices and structures that are evidence-based. With strong mentorship from our Learning Support Team, classroom teachers have implemented many new resources and approaches. We do not yet have access to the 2024-2025 FSA results, but we look forward to seeing whether these efforts will impact the results. We will continue to build student confidence, skills and knowledge through further emphasis on collaboration and instruction aligned with revised curriculum and informed by current research.

#3 Our school has continued our conversations about how we can bring meaningful Truth and Reconciliation into our teaching and learning. Over the last few years, we more clearly are coming to recognize that Reconciliation does not mean just celebrating Orange Shirt Day and acknowledging territory at the beginning of assemblies. To keep Reconciliation moving forward means going deeper with our learning. Last Spring, staff participated in an Indigenous-focused professional development day, and we are challenging ourselves to think about the meaning and value of recognizing Territory in a way that honours the land and Indigenous rights-holders, and keeps at the forefront the ongoing impact of colonialism. One thing we have noticed is that the more regularly students have an opportunity to learn about local history and language, the more they recognize how much there is yet to learn. Self-reported data on the Student Learning Surveys actually showed students felt they were not learning enough about local languages and stories. We do daily greetings in Nsyilxen, every assembly has vocabulary in Secwepemcin, Nsyilxen, or Ktunaxa language and stories embedded, Elder in Residence Randy or Indigenous Support Worker Marlene Krug are in classes weekly with cultural teaching, and the District Indigenous Department has already offered all of our classes two local field trip opportunities. The lesson may be that, though we are doing more than ever before, our students recognize the richness of the local Indigenous knowledge, and recognize that they have lots yet to learn.

Ensuring a safe, welcoming and engaging school environment

Stars:

- Happy students coming back from Summer break, feeling connected
- The school feels calm, happy and safe
- Students are excited about learning
- Safe environment with clear expectations
- Students open, diversity is welcomed, like dancing with a stranger in music
- Seeing lots of adults talking to kids and parents after school
- Buddy activities building on and shaking up Buddy Reading
- Student recognition based on Circles of Learning

Learning and teaching core competencies

- Co-creating class belief systems with the clear guidelines
- Great job "Collecting" students in the morning!
- Better behaviour in the hallways, helps everyone feel safe
- Teachers and support staff working together
- Bike rules success - lots of adults outside reinforcing the expectation

Wishes:

- Time to bring our Street Data to BVE
- Share Hannah Beach ideas, philosophy, approach with parents
- Consistent EAs - not so many adults in and out
- More social emotional activities for staff and students
- Build (meaningful) collaboration between the grades



## 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. Preserving a safe, welcoming and engaging school environment;
2. Maintaining the gains we've made in literacy, and enhancing our outcomes in mathematics and numeracy with a student-centred and Data-informed approach;
3. Working toward Reconciliation, namely equity in student outcomes, enhancing opportunities for staff, student and family learning about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.

## Goal 1: School Climate - Taking Action & Checking:

**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 student learning? Have we made a difference? How do we know?**

1. **Goal 1: Continue to ensure a Safe, Welcoming and Engaging Learning Environment**
  - a. Ensure the school is inviting, well-organized and resourced.
  - b. Ensure the school is safe for students and staff (consistent expectations and reliable follow-through,
  - c. collaborative problem-solving, informed by shared values of respect and compassion, consistent with our school Code of Conduct, and informed by the First Peoples' Principles of Learning
  - d. access to Mental Health and Wellness supports, instruction, and frequent review of strategies for students to try
  - e. support with basic needs through Breakfast Program, family support using the Affordability fund, additional school food programs

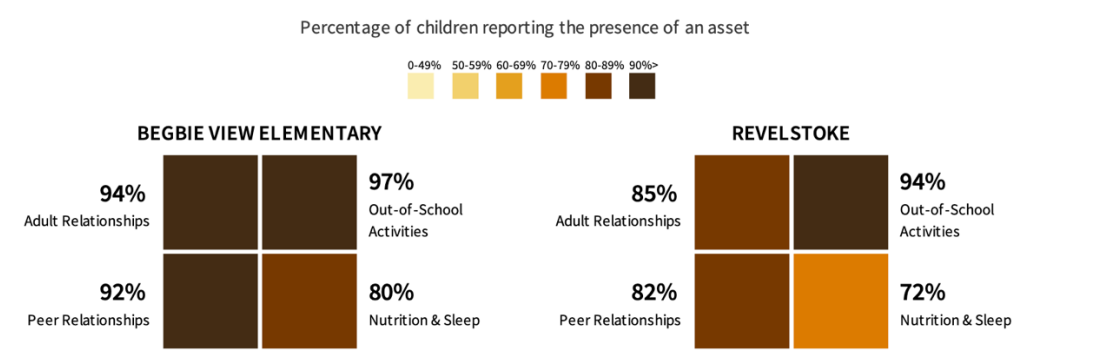
**Measure: Objective of 90% or greater positive student self-reporting on questions in the SLS and MDI related to their interest/enjoyment of school and learning, safety, belonging**





# Goal 1: School Climate - Data Story:

**Goal 1: Continue to ensure a Safe, Welcoming and Engaging Learning Environment**  
**Measures:** High levels of connectedness, safety, engagement, peer relationships  
Middle Years Developmental Index indicators:



# Goal 2: Literacy and Numeracy - Taking Action & Checking:

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 student learning? Have we made a difference? How do we know?

Goal 2: Quality Teaching and Learning, with a focus on proficiency in Literacy and Numeracy

**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 Grade 1) 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. Classrooms are well-resourced with engaging and diverse texts.

**Measure:** Objective 90% or greater On Track or Extending on FSA and on District assessments; all students with identified needs in reading, writing or oral language development receive supplemental intervention from our Inclusive Education team.

**Numeracy-** Numeracy 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 Workshop (Lempp), and Numeracy Circles classroom framework with Susan Leslie in Kindergarten. The District Numeracy Plan helps ground our learning and promotes collaboration between schools.

**Measure:** Objective 90% or greater On Track or Extending on FSA and on District assessments; all students with identified needs in numeracy development receive supplemental intervention from our Inclusive Education team.


Maintaining the gains we've made in literacy, and enhancing our outcomes in mathematics and numeracy with a student-centred and data-informed approach



- Library housing staff resources so we know where to find them
- Appreciate the opportunities for collaboration in Literacy and Numeracy

Stars:

- New literacy and numeracy resources
- Numeracy mini-lessons
- District psychologist is already beginning assessments this year!
- The Math Fair plans!
- Lots of books and resources- love all the new resources for Math, and past focus on levelled books for classrooms
- Working with LSTs to collaborate in Math, not just support but also planning
- Great ProD around Numeracy



Wishes:

- Counting Collections bins!
- Buddy activities related to Numeracy
- Continue numeracy discussions and focus in the school
- More opportunity for collaboration
- More time in the day!

# Goal 2: Literacy and Numeracy Data Story:

## FSA Data for Literacy:

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Literacy & Reading-04]

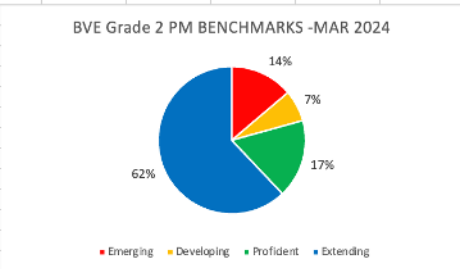
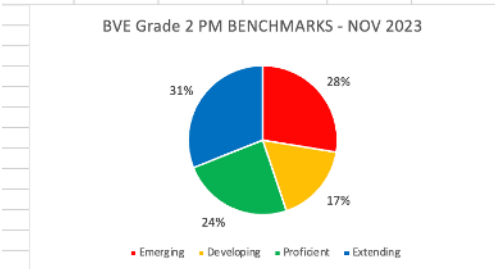
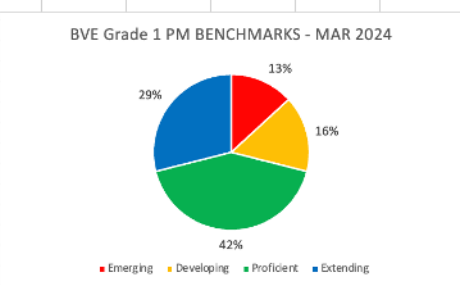
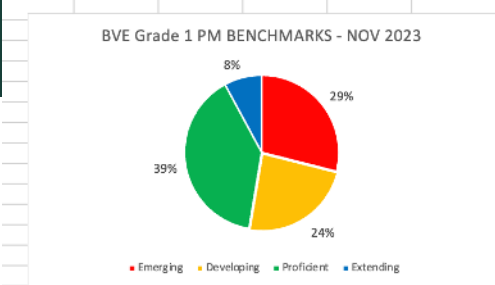
School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	30	30	100.0%	6	20.0 %	22	73.3 %	2	6.7 %
2022/2023	39	38	97.4%	2	5.3 %	33	86.8 %	3	7.9 %
2021/2022	29	29	100.0%	9	31.0 %	17	58.6 %	3	10.3 %
2020/2021	42	41	97.6%	5	12.2 %	29	70.7 %	7	17.1 %
2019/2020	26	22	84.6%	7	31.8 %	15	68.2 %	0	0.0 %
2018/2019	38	33	86.8%	9	27.3 %	15	45.5 %	9	27.3 %
2017/2018	27	19	70.4%	4	21.1 %	14	73.7 %	1	5.3 %

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Literacy & Reading-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	45	45	100.0%	6	13.3 %	39	86.7 %	0	0.0 %
2022/2023	29	27	93.1%	5	18.5 %	19	70.4 %	3	11.1 %
2021/2022	33	31	93.9%	3	9.7 %	26	83.9 %	2	6.5 %
2020/2021	22	18	81.8%	4	22.2 %	14	77.8 %	0	0.0 %
2019/2020	30	26	86.7%	5	19.2 %	21	80.8 %	0	0.0 %
2018/2019	30	22	73.3%	8	36.4 %	13	59.1 %	1	4.5 %
2017/2018	41	29	70.7%	8	27.6 %	18	62.1 %	3	10.3 %

## District Writing Data:

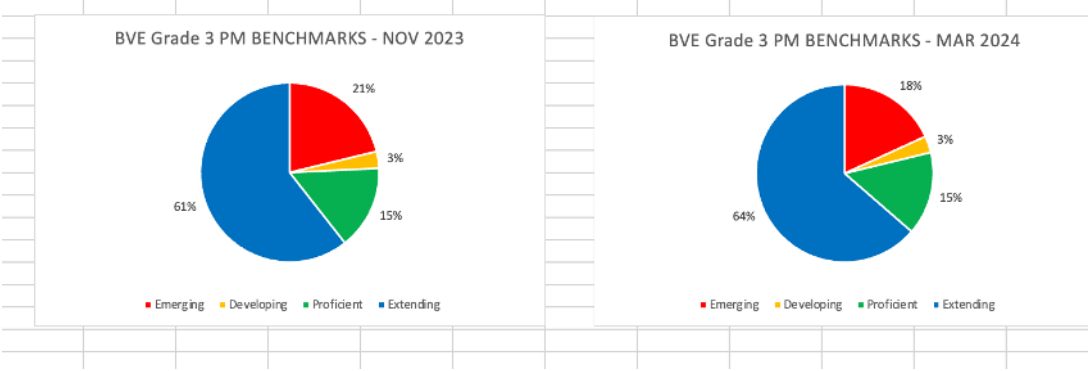
Grade	Fall 2023 %On Track or Extending	Fall 2024 %On Track or Extending (some data still missing)
K	n/a in the Fall	n/a in the Fall
1	74	84
2	92	79
3	94	78
4	97	97
5	73	Not yet available
6	93	Not yet available
7	94	Not yet available



Fall of Gr 2  
6 students 15.7%  
Fall of Gr 3  
3 students 9.6%

# Goal 2: Literacy and Numeracy Data Story cont'd:

District Elementary Reading Data



Fall of Gr 4  
2 students 6%

FSA Data for Numeracy:

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Numeracy-04]									
School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	30	30	100.0%	4	13.3 %	20	66.7 %	6	20.0 %
2022/2023	39	38	97.4%	4	10.5 %	31	81.6 %	3	7.9 %
2021/2022	29	29	100.0%	12	41.4 %	17	58.6 %	0	0.0 %
2020/2021	42	40	95.2%	12	30.0 %	25	62.5 %	3	7.5 %
2019/2020	26	22	84.6%	13	59.1 %	9	40.9 %	0	0.0 %
2018/2019	38	33	86.8%	14	42.4 %	18	54.5 %	1	3.0 %
2017/2018	27	18	66.7%	6	33.3 %	12	66.7 %	0	0.0 %

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Numeracy-07]									
School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	45	43	95.6%	14	32.6 %	26	60.5 %	3	7.0 %
2022/2023	29	27	93.1%	5	18.5 %	19	70.4 %	3	11.1 %
2021/2022	33	31	93.9%	6	19.4 %	12	38.7 %	13	41.9 %
2020/2021	22	18	81.8%	9	50.0 %	9	50.0 %	0	0.0 %
2019/2020	30	26	86.7%	7	26.9 %	14	53.8 %	5	19.2 %
2018/2019	30	22	73.3%	9	40.9 %	12	54.5 %	1	4.5 %
2017/2018	41	30	73.2%	12	40.0 %	15	50.0 %	3	10.0 %



# Goal 2: Literacy and Numeracy Data Story cont'd:

District Numeracy Data:

Grade	Fall 2023 %Emerging	Fall 2023 %On Track or Extending	Fall 2024 %Emerging	Fall 2024 %On Track or Extending
K	0	100	19	81
1	16	84	20	80
2	10	90	3	97
3	3	97	0	100
4	3	97	3	97
5	12	88	16	84
6	12	88	5	95
7	8	92	15	85

## Goal 3: Reconciliation – Taking Action & Checking:

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 student learning? Have we made a difference? How do we know?

- Goal 3: Work toward Reconciliation: equity in student outcomes, enhancing opportunities for staff, student and family learning about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples 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.
  - Monitor the educational progress of First Nations, Inuit and Métis (FN/I/M) students.
  - 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.

Outcomes to Measure: Attendance and educational outcomes for BVE students of FN/I/M heritage are at or better than average. 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

Working toward Reconciliation, namely equity in student outcomes, enhancing opportunities for staff, student and family learning about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.

Stars:

- Evolving territorial recognition to be more connected and meaningful
- Marlene teaching us language at assembly!
- Bringing Indigenous Elders and language Teachers to our school

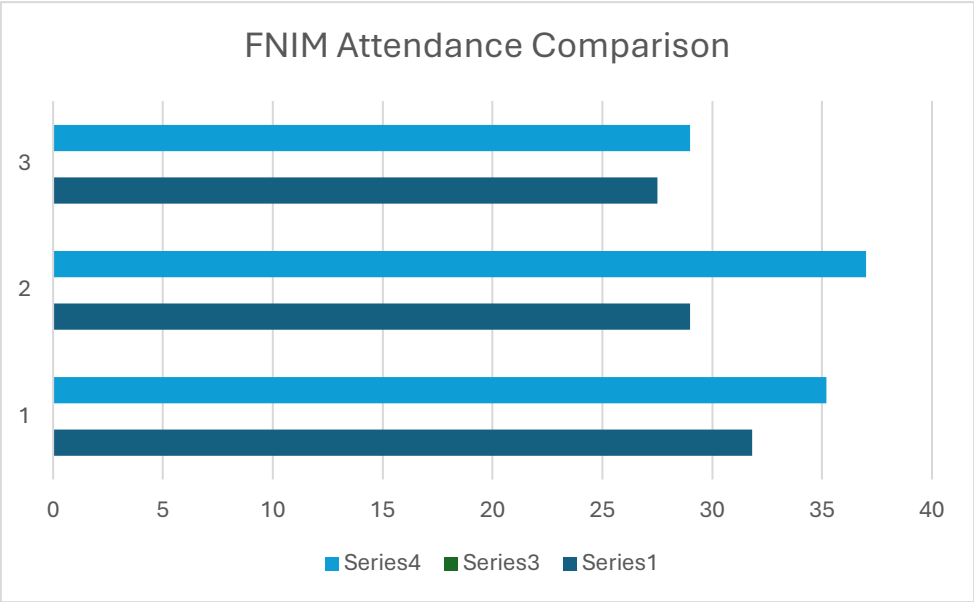
Wishes:

- Even more connections to local knowledge keepers – love this, want to keep building on these relationships
- Wish to commemorate Orange Shirt Day apart from Terry Fox day (worried we won't be able to emphasize both as well as if they were on separate days)
- I'd appreciate a clearer understanding of what can be done to address the ongoing impact of colonialism. Does someone have a plan?

- Would love even more Indigenous ed teacher led activities
- Work on more ideas to bring ideas of Reconciliation to classrooms

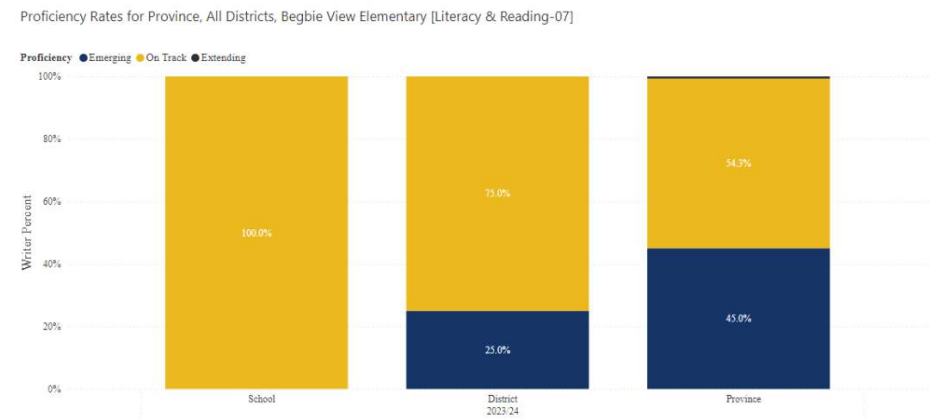
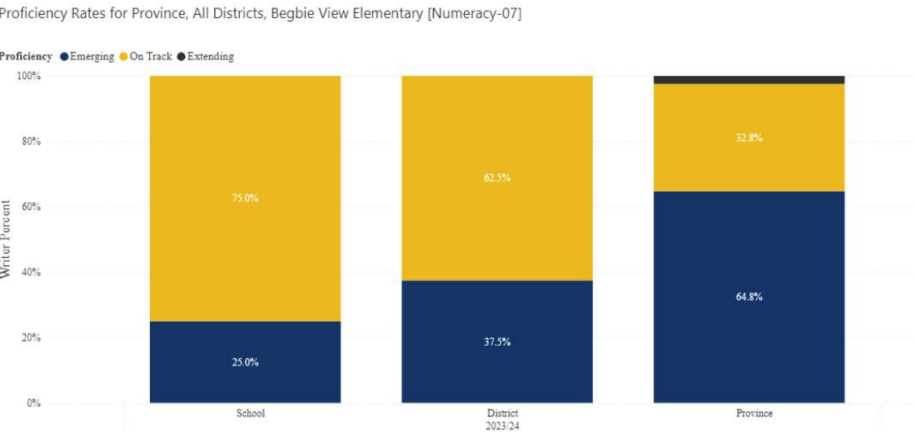
# Goal 3: Reconciliation Data Story

76. Attendance of BVE FNIM students compared with sample of non-FNIM student attendance: (dark blue: FNIM, light blue: non-FNIM) 3=median number of absences, 2=mode, 1=average



77.

2023-24 FSA Indigenous Grade 7 Students' Numeracy Results:



2023-24 FSA Indigenous Grade 7 Students' Literacy Results:

# Professional Learning:

Summarize areas for professional learning and how we will go about designing strategies and structures that will impact our school community.

Reading: Continue to enhance staff knowledge about reading acquisition and reading instruction, and ensure weekly schedules integrate a minimum total of 60 minutes of Literacy a day. Continue to implement Heggerty and Kilpatrick phonemic awareness resources across all Primary grades, and beyond as students require. Continue to enhance classroom libraries, including building upon decodable text resources for early grades. Continue District whole-class literacy assessment in Grades 4 and up. Facilitate collaboration and conferencing to plan individual and class instruction.

Writing: Revisit teacher collaborative assessment time and school-wide writes and Adrienne Gear Reading Power professional development.

Numeracy: District Numeracy Plan, Numeracy Residency with Kendra Jacobs, Coast Metro Math web resource, Math Workshop (Jennifer Lempp resource) structure, inquiry-based units (Cathy Fosnot resource), Thinking Classrooms (Peter Liljedahl), Mathematical Mindsets & YouCubed (Jo Boaler), and Numeracy Circles in Kindergarten with Susan Leslie. Continue to build connections through the BC Numeracy Network, Reggio-inspired Numeracy Network and BC Association of Mathematics Teachers. Ensure classroom schedules integrate a minimum total of 60 minutes of Mathematics and Numeracy a day.

Reconciliation: Expand our analysis and teacher knowledge of outcomes for FNIM students at BVE. 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, including continuing Elder and Knowledge-Keeper visits.

SD19 NUMERACY PLAN TIMELINE 2024-25		
	FOCUS AREAS	Mathematical Topic/Routine/ Instructional strategy
Aug/ Sept	Building a Community of Mathematicians	Storying of the Math Knowledge Framework
Oct/Nov /Dec	Primary Counting Collections Intermediate: Multiplicative thinking	Residence Math Framework: Kendra Jacobs with focus on "Multiplicative thinking and building number number sense based on focus on smooth transitions from informal to formal multiplication (2014 & 2021) by the BC Association of Mathematics Teachers
		RESOURCES (critical friends and/or reading materials)
		Kendra Jacobs (2024) Reading (2024) Workshop by Jennifer Lempp COAST METRO web site https://coastmetro.ca BC Math - Assess https://www.bcmath.ca
		Kendra Jacobs (2024) Junior Numeracy (2024) 240-260 Reading (2024) Math Power of a for Math Learning COAST METRO web site https://coastmetro.ca BC Math - Assess https://www.bcmath.ca

## Alignment with the District Strategic Plan:

<b>BVE</b>
Personalized Learning
<ul style="list-style-type: none"><li>- Explorations with variety and choice</li><li>- Importance of choice (many ways to share one's learning)</li><li>- Strength-based approach – our curriculum encourages multiple pathways to learning defined competencies, Teachers need training and practice to do this well</li></ul>
Student – Centered Assessment
<ul style="list-style-type: none"><li>- Coordination between LST's + classroom teachers to understand</li><li>- Goal setting conferences and student-led interviews</li><li>- Circle of learning (from Kamloops) gives a student-friendly way to reflect on core competencies</li></ul>
Indigenous Informed Pedagogy
<ul style="list-style-type: none"><li>- Local language integrated wherever we can</li><li>- Authentic, deep land acknowledgement</li><li>- Purposeful outdoor learning, connecting our learning to the land</li><li>- Building long term connections to Elders + knowledge keepers, getting to know and build trust with Indigenous communities</li></ul>
Universal Design for Inclusion
<ul style="list-style-type: none"><li>- Teachers trained in low floor, high ceiling planning</li><li>- Support for new and early career teachers to differentiate</li></ul>
Connections to Community & Real World Learning
<ul style="list-style-type: none"><li>- Math in our community</li><li>- Teacher developed local Trails Guide</li><li>- PAC involvement in school events, code of conduct development</li><li>- Community &amp; Parent coaches helping teachers w/</li></ul>
Technology Integration
<ul style="list-style-type: none"><li>- Students learning to be good digital citizens</li><li>- Learning to assess information critically (assess sources for reliability)</li><li>- Parents learning about supporting and modelling prudent use of social media</li><li>- Monthly district focus for Indig. Ed. gives teachers</li><li>- Librarian and district tech resource people (Kai, Michael)</li></ul>



