

BEGBIE VIEW ELEMENTARY

School Learning Plan

2023-2024



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 Snxw̓ 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.

Our goals for the 2023-2024 school year have been focused on the areas of:

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, including equity in student outcomes, opportunities for staff, students and families to learn about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.

BVE has 13 classes, six of which are combined grades and seven 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.

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, Denmark, Philippines, Venezuela, Colombia, Ukraine, Japan, South Korea, Vietnam, Madagascar, Taiwan, Nigeria, 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?

This year we have been proud to witness the leadership of so many of our senior students. Our Grade 7 cohort is the largest in the school, and their impact is important in setting the tone. Intermediate students have been caring role models and teachers to their Primary buddies, and even their Cornerstones preschool friends. They have responsibly run whole-school station activities like Jump Rope for Heart, Winter Fun, and dances. Many of them have volunteered their time running Gym activities, and helping in StrongStart. One of our three senior classes encountered quite a lot of change when their teacher, Mrs. Tomm, left to be Acting Principal of CPE. The class subsequently has had two different teachers, and recently an EA on leave – and yet, they have been resilient and for the most part have been able to continue on a positive trajectory.

The BVE Parent Advisory Council has been very active this year. From conversations at the PAC table, we have brought in the contracted sexual health educator to do a parent presentation for parents of Primary students. There will be a second session in the Fall for parents of Intermediate students. As well, the PAC opted to organize two very successful student dances, rather than the Harvest Festival. Also at the PAC table there has been a very active discussion about the use of social media and personal digital devices. Our students continue to report many hours of screen time on survey data we collect. As well, many of them report waking up tired and getting much less sleep than is recommended.

Improving numeracy diagnostic information was identified as an area of focus for this year, and the District has implemented standardized assessments across the grades. We have only done the Fall data collection so far, so we are looking forward to seeing what the June round of data collection shows. As a school, we have made a concerted effort 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. As yet our FSA results do not indicate improvement, but this is the first year of much important learning and growth. 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.

This year our school has continued our conversations about how we can bring meaningful Truth and Reconciliation into our teaching and learning. 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. Recently, staff have 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.

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 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 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

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

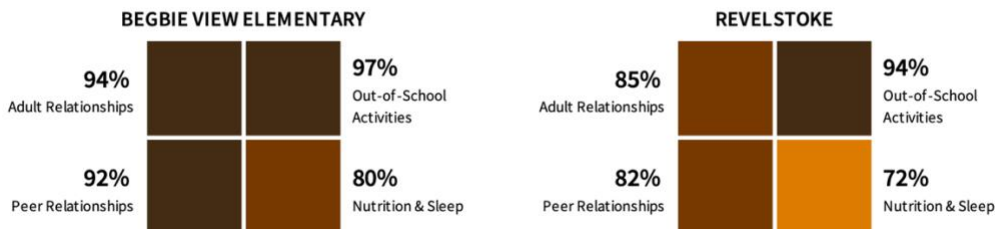
Student Learning Survey:

	2019 % positive responses	2020 % positive responses	2021 % positive responses	2022 % positive responses	2023 % positive responses	2024 unofficial % positive (% rarely/never)
Grade 7 Do you like school ?	26%	27%	47%	43%	62%	74% (22%)
Grade 4 Do you like school?	34%	71%	68%	48%	74%	88% (8%)
Grade 7 Do you feel welcome at school?	39%	60%	42%	76%	84%	90% (4%)
Grade 4 Do you feel welcome at school?	58%	77%	75%	61%	91%	76% (8%)
Grade 7 Belong at school?	39%	53%	37%	66%	68%	70% (14%)
Grade 4 Belong at school?	37%	79%	58%	57%	82%	76% (8%)

Middle Years Developmental Index indicators:



Percentage of children reporting the presence of an asset



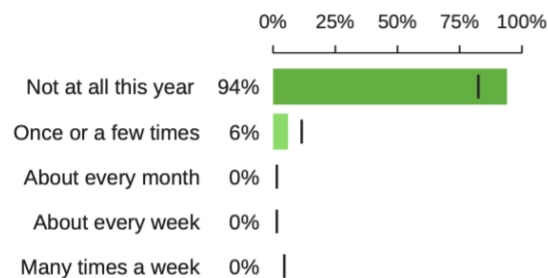
Goal 1: School Climate - Data Story cont'd:

Middle Years Developmental Index indicators:

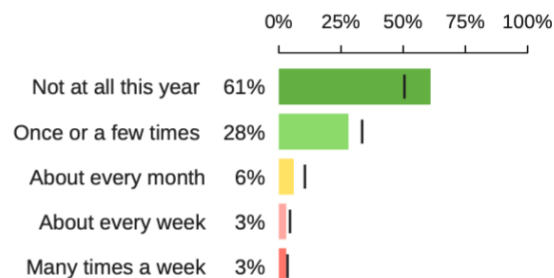
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

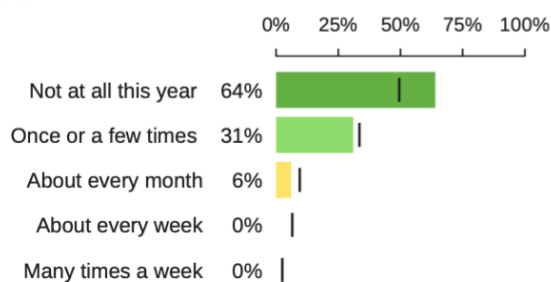
CYBER



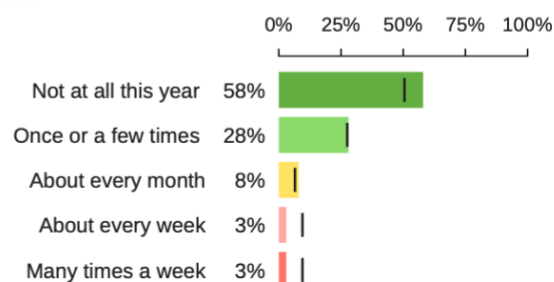
PHYSICAL



SOCIAL



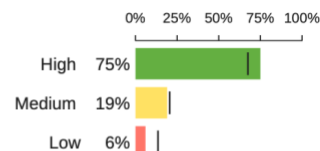
VERBAL



CONNECTEDNESS WITH PEERS

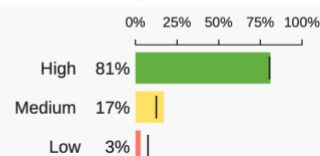
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



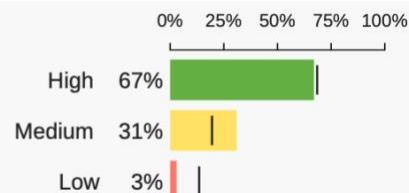
FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



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 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.

Measure: Objective 90% or greater On Track or Extending on FSA and on District assessments

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.

Measure: Objective 90% or greater On Track or Extending on FSA and on District assessments

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Goal 2: Literacy and Numeracy Data Story:

FSA Data for Literacy:

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

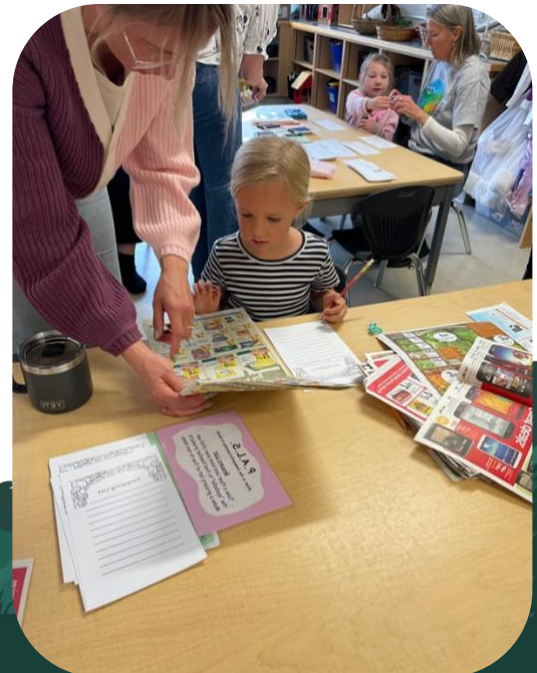
School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	30	30	100.0%	6	20.0 %	22	73.3 %	2	6.7 %
2022/2023	39	38	97.4%	2	5.3 %	33	86.8 %	3	7.9 %
2021/2022	29	29	100.0%	9	31.0 %	17	58.6 %	3	10.3 %
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 (Fall):

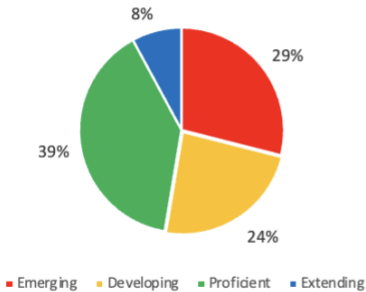
Grade	%Emerging	%On Track or Extending
K	n/a	n/a in the Fall
1	26	74
2	8	92
3	6	94
4	3	97
5	27	73
6	7	93
7	6	94



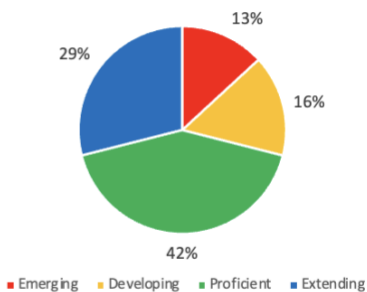
Goal 2: Literacy and Numeracy Data Story cont'd:

District Elementary Reading Data

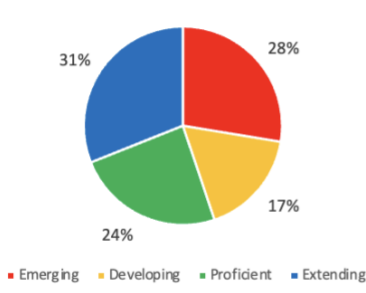
BVE Grade 1 PM BENCHMARKS - NOV 2023



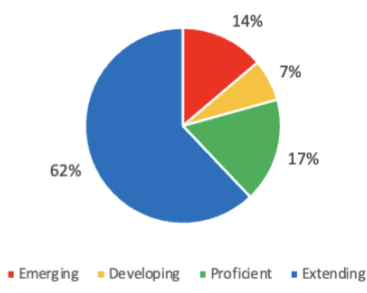
BVE Grade 1 PM BENCHMARKS - MAR 2024



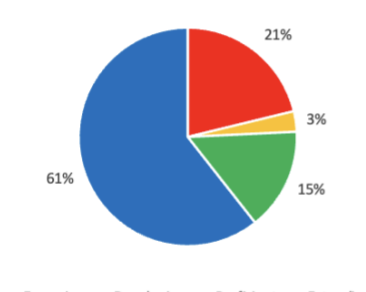
BVE Grade 2 PM BENCHMARKS - NOV 2023



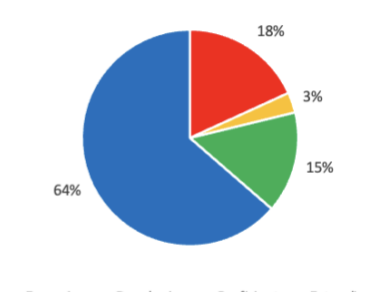
BVE Grade 2 PM BENCHMARKS - MAR 2024



BVE Grade 3 PM BENCHMARKS - NOV 2023



BVE Grade 3 PM BENCHMARKS - MAR 2024



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

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 %

District Numeracy Data:

Grade	%Emerging	%On Track or Extending
K	0	100
1	16	84
2	10	90
3	3	97
4	3	97
5	12	88
6	12	88
7	8	92



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?

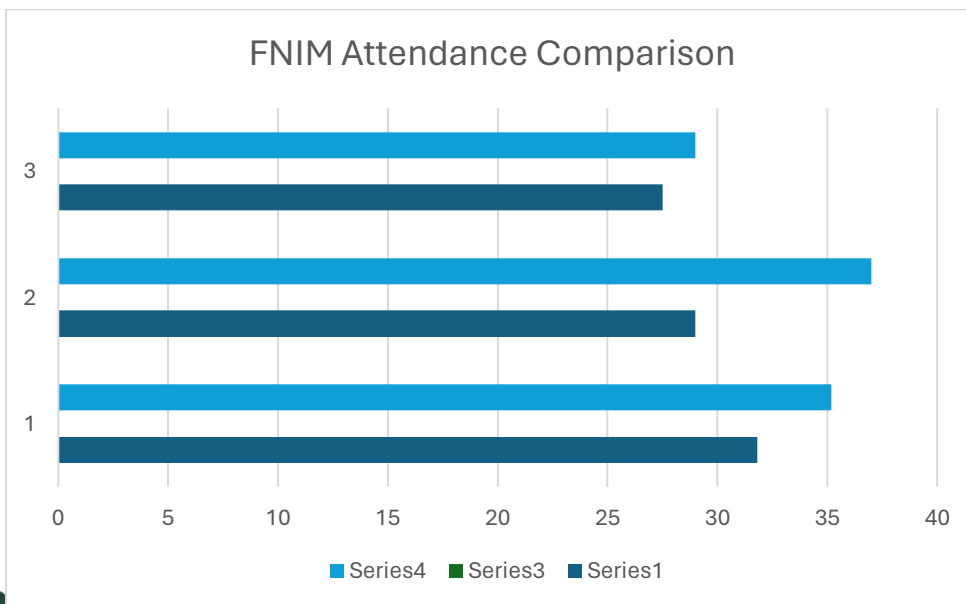
Goal 3: Work toward Reconciliation: equity in student outcomes, enhancing opportunities for staff, student and family learning about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.

- 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**

Goal 3: Reconciliation Data Story

56. 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



Goal 3: Reconciliation Data Story cont'd

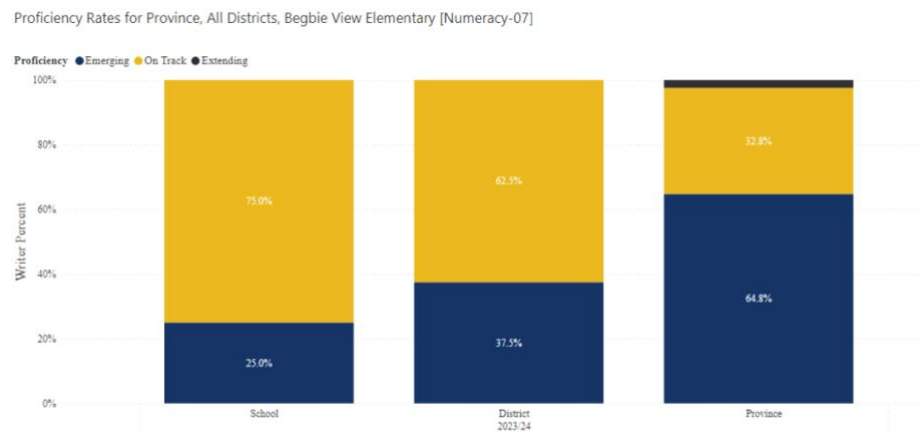
Grade 4 and 7 student self-reporting on questions in the Student Learning Survey related to learning about local First Nations and local First Nations languages

Some/most/all (Never almost never)	2022	2023	2024 unofficial
Grade 4 Do you participate in any Indigenous (FN/I/M) activities?	35% (52%)*	41% (49%)	40% (44%)
Grade 7 Do you participate in any Indigenous (FN/I/M) activities?	24% (68%)	40% (50%)	35%(55%)
Grade 4 At school are you learning about Indigenous First Peoples?	76% (13%)	83% (5%)	80% (8%)
Grade 7 At school are you learning about Indigenous First Peoples?	64% (24%)	85%(11%)	80% (12%)
Grade 4 At school are you learning about local First Nations?	***	41% (49%)	68% (8%)
Grade 7 At school are you learning about local First Nations?	***	41% (49%)	72%(9%)
Grade 4 -At school, are you learning about local First Nations' language(s)?	***	62% (22%)	48% (28%)
Grade 7 At school, are you learning about local First Nations' language(s)?	***	70% (23%)	56% (15%)

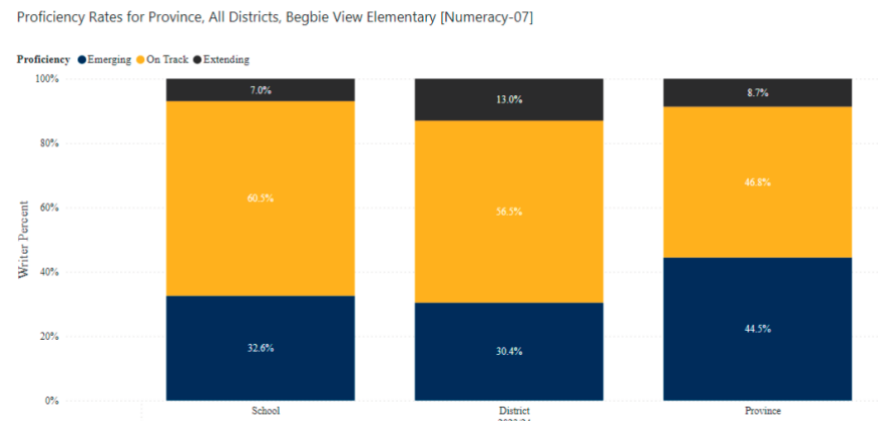


Goal 3: Reconciliation Data Story cont'd

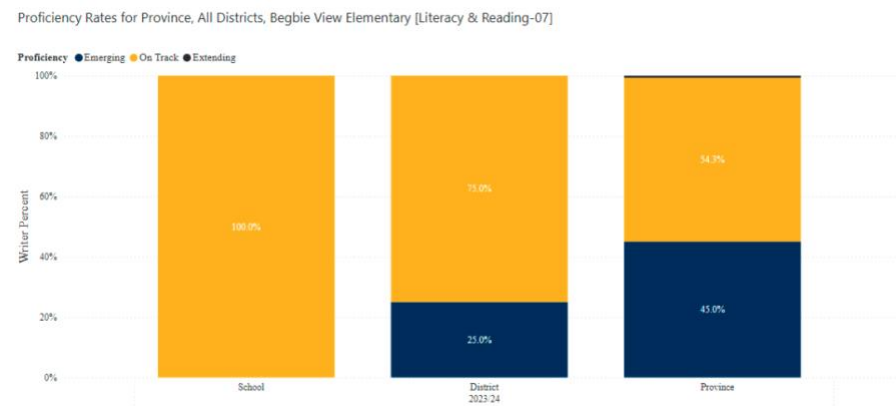
2023-24 FSA Indigenous Grade 7 Students' Numeracy Results:



All students:



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: Build on 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.

