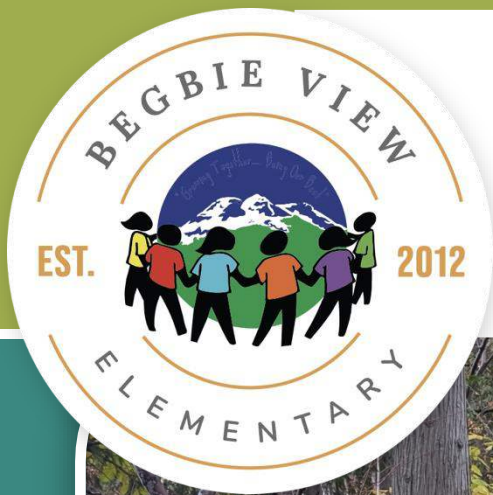




BEGBIE VIEW ELEMENTARY

School Learning Plan

2025-2026



School Focus

1

School Environment



2

Literacy & Numeracy



3

Reconciliation & Community



Our School Learning Story:

Begbie View Elementary (BVE) Begbie View Elementary (BVE) is a vibrant school community of approximately 286 students, located on the shores of the Snx̓wntkwitkw (“Sin-When-tu-Queet-Qu”) — the Columbia River, meaning “Swift River.” Our school stands on territory stewarded by the Sinixt Secwepemc, Syilx, and Ktunaxa peoples since time immemorial.

BVE is home to 13 classes—four combined grades and nine single-grade classrooms. Our students come from across the greater downtown Revelstoke area, extending from the Illecillewaet in the southeast to the Farwell neighbourhood and the Big Eddy Bridge in the northwest.

Our school building, just over a decade old, provides a bright and welcoming space for learning. Every day, we are grateful to learn and work in such a beautiful setting. In recent years, we have continued to enhance both our learning and play environments. Working closely with BVE families, our PAC, and the District, we have added a natural playground, an accessible playground, a large shade tent, an outdoor equipment storage area, and two vibrant murals that reflect our community’s creativity and spirit.

As a school community—students, staff, and families—we are deeply engaged in the ongoing work of recognizing and addressing the persistent impacts of colonialism within our society and education system. We are committed to transforming practices that have historically created barriers to education for First Nations, Inuit, and Métis children and families.

Central to our school culture is a belief in the strength of diversity. We celebrate the many perspectives, cultures, and identities that enrich our learning community, ensuring that every student can see themselves reflected and valued in our school. Our student body represents a rich tapestry of backgrounds, including families with deep roots in this region, others from across Canada and Turtle Island, and newcomers from around the world — including Jamaica, the Philippines, Mexico, Colombia, Ukraine, Japan, South Korea, Vietnam, Madagascar, Taiwan, Australia, and beyond.

Our school motto, “Growing Together, Being our B.E.S.T.”, provides a shared foundation for our community. It reminds us each day of the importance of Building respect and responsibility, demonstrating Effort, ensuring Safety, and showing Thoughtfulness in all we do.



Scanning:

BVE: A Year of Growth, Resilience, and Community

Each year at our school brings countless successes worth celebrating. These moments are vital in shaping our school's culture and character. BVE is a vibrant, healthy learning community where students show kindness and empathy, and approach learning with curiosity and tenacity. They work hard, think deeply, and care about understanding the world around them.

Our staff represents a healthy balance of early-, mid-, and late-career educators, fostering a culture of reciprocal mentorship and professional growth. New teachers feel supported rather than overwhelmed, while experienced teachers stay current and inspired in their practice.

Of course, each year also brings its challenges—and this year has been no exception. Recently, we have welcomed several non-speaking students with ASD to our school community. At the same time, we faced reductions in our 2025–26 Learning Support Teacher allocation. Although much of that staffing time has now been restored, the temporary reduction meant that classroom teachers experienced decreased general support, as resources were prioritized to meet students' sensory, communication, and emotional regulation needs. Despite this steep learning curve, our staff and students have responded with adaptability, compassion, and creativity. We also have a couple of cohorts which our data show us need extra support and intervention, academically and socially. We will continue to monitor their progress closely.

Student leadership continues to be a cornerstone of life at BVE. Students lead assemblies and morning announcements, organize lunchtime activities, and help serve whole-school hot lunches. Our Grade 6 and 7 students take initiative in running school-wide events such as Jump Rope for Heart, Winter Fun Day, and school dances. Many students volunteer their time to lead gym activities or assist in StrongStart, while even our Kindergarten learners act as leaders—welcoming visitors from Cornerstones and StrongStart to their classroom. The pride that comes from meaningful contribution is essential to nurturing belonging, agency, and confidence in our young people.

Our school also continues to prioritize learning about the historical and ongoing impacts of colonialism and racism on Indigenous peoples. Guided by the First Peoples' Principles of Learning, we are reminded of the importance of understanding the local context and the land on which we live and learn. This year, we had the privilege of learning Secwepemc stories from Kenthen Thomas, whose joyful storytelling has become a touchstone in our community. His encouragement to learn and share these stories has inspired both students and staff. Many classrooms are now weaving Secwepemc language, knowledge of local plants and sustainability, personal and social awareness, and humour into daily learning. We are deeply grateful to Kenthen for sharing his stories and for encouraging us to carry them forward.

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. Positive School Climate: Maintaining a thriving community of learners in a safe, welcoming and engaging environment;
2. Building on our successes in Literacy and Numeracy ;
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:

Goal 1: Positive School Climate

Continue to foster a safe, welcoming, and engaging learning environment in which all students thrive.

Strategies:

- a. Maintain a school environment that is inviting, well-organized, and well-resourced.**
- b. Ensure safety for all students and staff through:**
 - **Clear and consistent expectations, with reliable follow-through**
 - **Collaborative problem-solving guided by shared values of respect and compassion**
 - **Practices aligned with our School Code of Conduct and the First Peoples' Principles of Learning**
- c. Provide access to Mental Health and Wellness supports, direct instruction, and regular review of strategies students can use to promote their own well-being.**
- d. Support basic needs through initiatives such as the Breakfast Program, Affordability Fund, and other school-based food programs.**

Measure of Success:

Achieve 90% or higher positive student self-reporting on relevant Student Learning Survey (SLS) questions related to:

- **Interest and enjoyment of school and learning**
- **Feelings of safety**
- **Sense of belonging**



Goal 1: School Climate – Data Story:

Measure: Student Learning Survey responses over time.

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

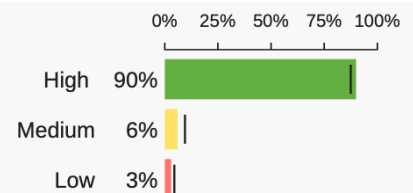
% positive responses (never/almost never%)	2019	2020	2021	2022	2023	2024	2025
Grade 7 Do you like school ?	26%	27%	47%	43%	62%	74%	73% (23)
Grade 4 Do you like school?	34%	71%	68%	48%	74%	88%	90% (1%)
Grade 7 Do you feel welcome at school?	39%	60%	42%	76%	84%	90%	89% (4%)
Grade 4 Do you feel welcome at school?	58%	77%	75%	61%	91%	76%	95% (2%)
Grade 7 Belong at school?	39%	53%	37%	66%	68%	70%	83% (3%)
Grade 4 Belong at	37%	79%	58%	57%	82%	76%	95% (3%)

Measure: Middle Years Developmental Index (Grade 5 snapshot)

Objective of 90% or greater self-reported positive experiences

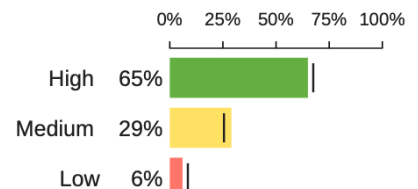
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



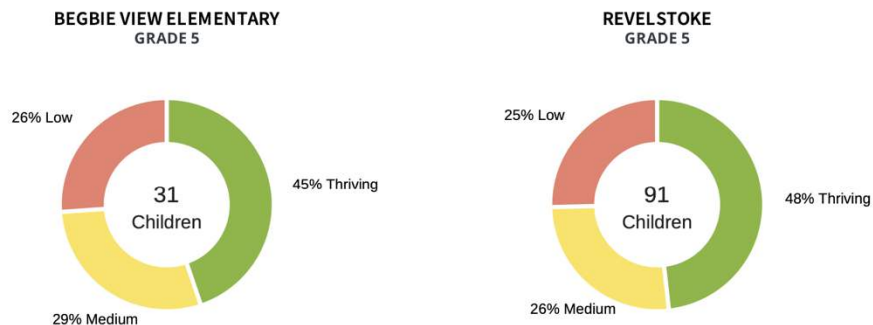
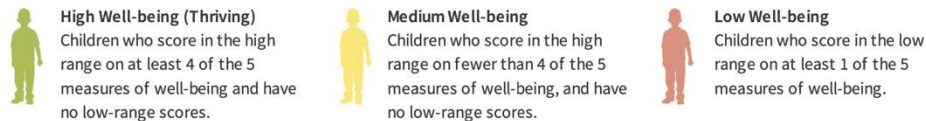
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



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

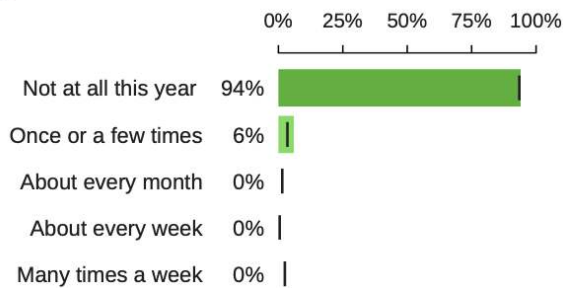
Measure: Middle Years
Developmental Index (Grade 5
snapshot)
Objective of 90% or greater self-
reported positive experiences



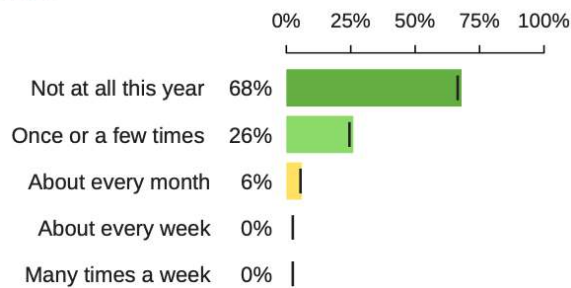
VICTIMIZATION AND BULLYING AT SCHOOL

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

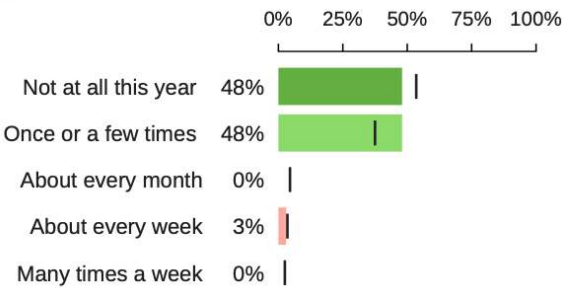
CYBER



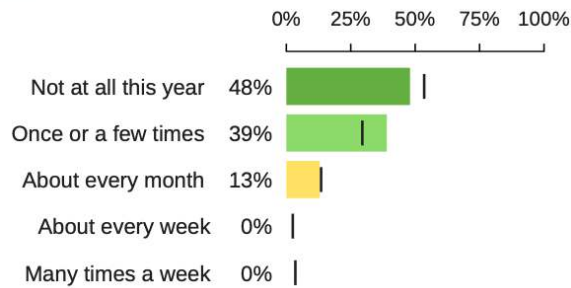
PHYSICAL



SOCIAL



VERBAL





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):

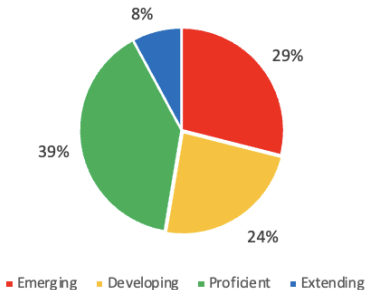
Grade	%Emerging	%On Track or Extending
K	n/a	n/a in the Fall
1	26	74
2	8	92
3	6	94
4	3	97
5	27	73
6	7	93
7	6	94



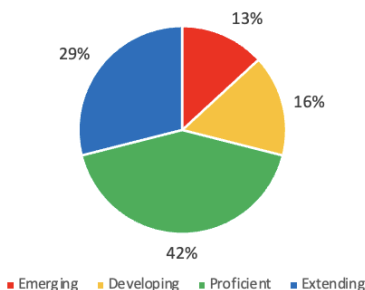
Goal 2: Literacy and Numeracy Data Story cont'd:

District Elementary Reading Data

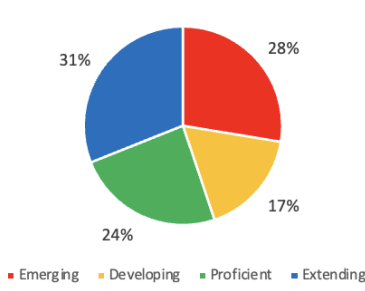
BVE Grade 1 PM BENCHMARKS - NOV 2023



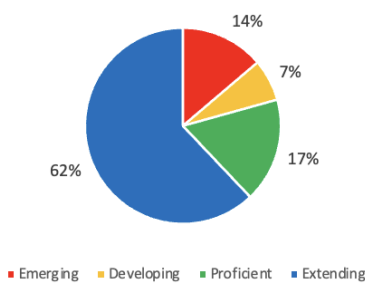
BVE Grade 1 PM BENCHMARKS - MAR 2024



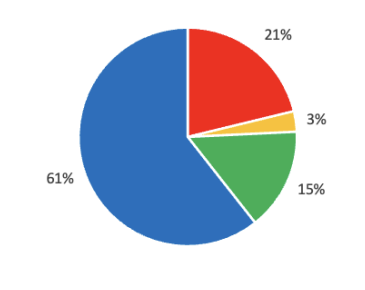
BVE Grade 2 PM BENCHMARKS - NOV 2023



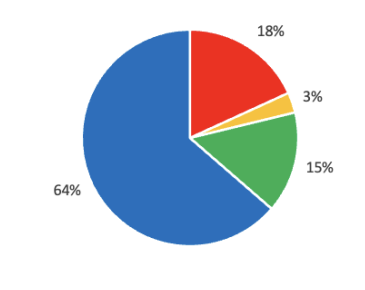
BVE Grade 2 PM BENCHMARKS -MAR 2024



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?

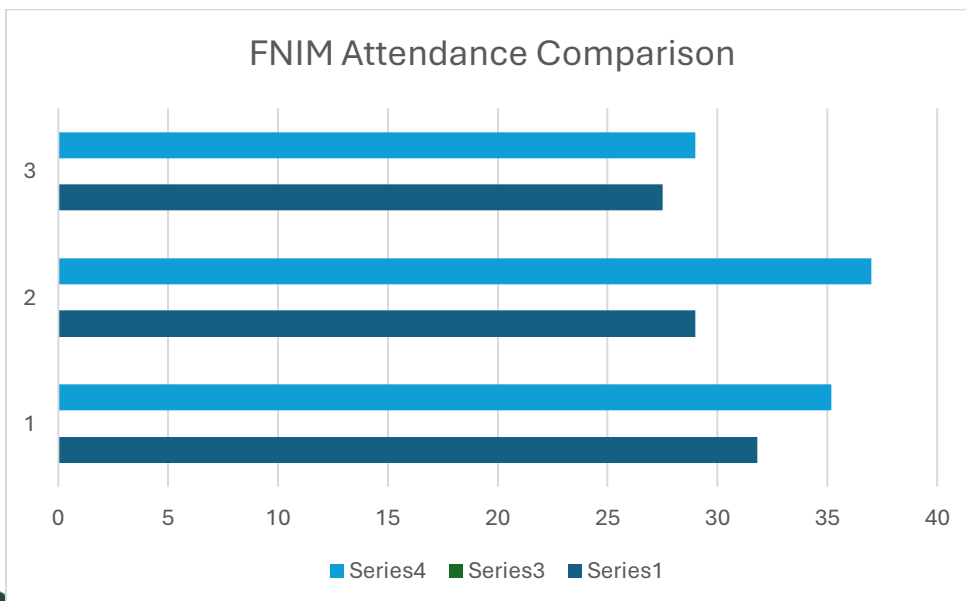
Goal 3: Work toward Reconciliation: equity in student outcomes, enhancing opportunities for staff, student and family learning about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.

- 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

55. 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

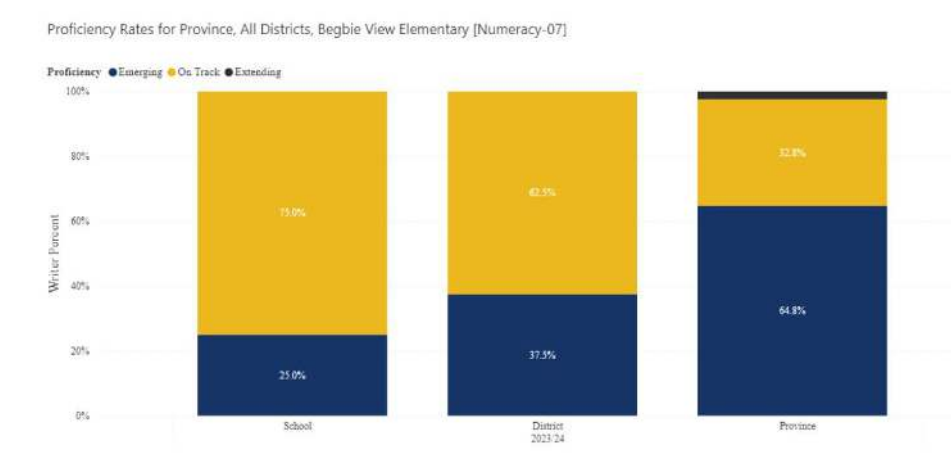
Grade 4 and 7 student self-reporting on questions in the Student Learning Survey related to learning about local First Nations and local First Nations languages

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%)

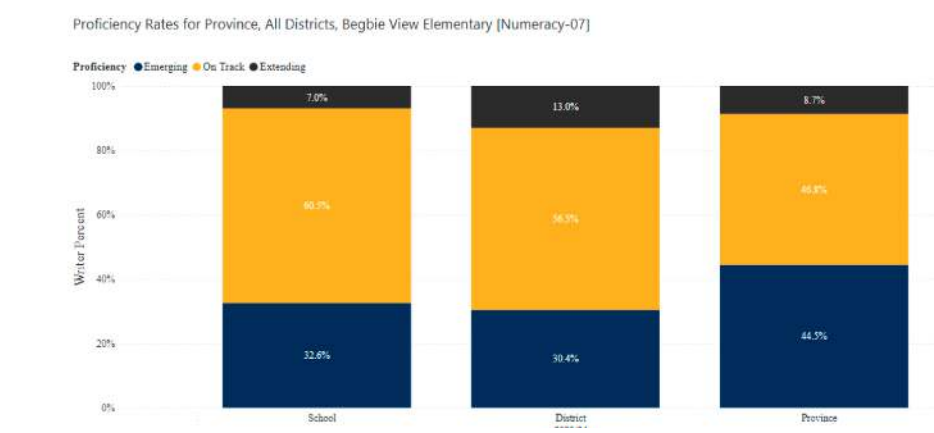


Goal 3: Reconciliation Data Story cont'd

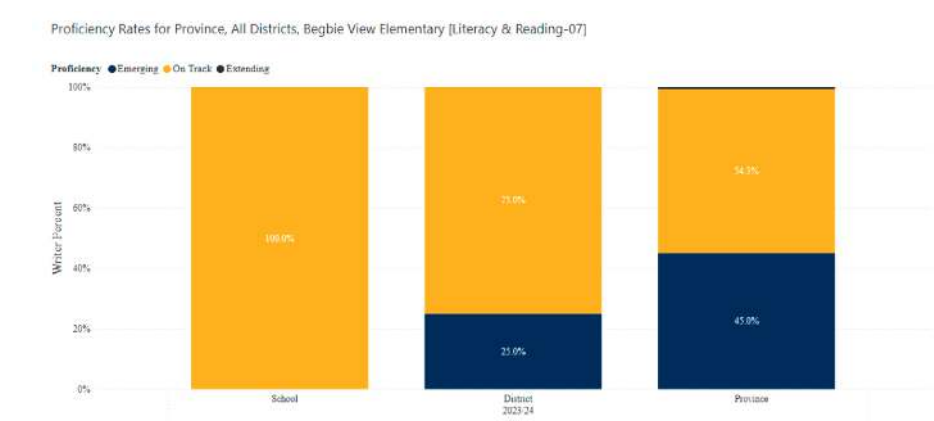
2023-24 FSA Indigenous Grade 7 Students' Numeracy Results:



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.

