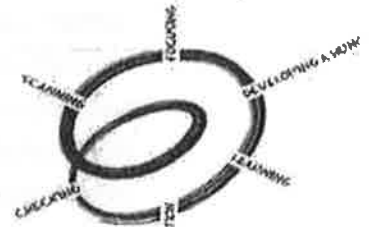




School Growth Plan 2018 – 2019



1. **School:** Please include your mission statement and provide a brief description of your school, educational programs and student demographics.

Our student body has a rich and varied First Nations component with backgrounds from across Canada making up thirty-three percent of our student body.

Bear Valley School has a projected enrollment of 44 students for September 2018 from Kindergarten to Grade 12 plus several community run early learning programs held in our facility including; "Ready! Set! Learn!", "First Steps" and "Success by Six". Attendance in these three programs, represent a healthy population of children not yet in kindergarten. The popularity of these programs also highlights a community shortage of daycare related services for working parents in our community. We have been asked, both at our PAC meetings and at public forums, if we could explore the viability of incorporating a daycare component into our educational mandate at Bear Valley School. In September the Elementary configuration of Bear Valley School will include three separate multi-graded classes; a Kindergarten/Grade 1 and 2 class with 9 students, a Grades 3 /4 /5 class of 10 and a Grade 6 /7 /8 class of 9. The High School configuration will have 12 students in Grades 9 to 12. These students are divided between two teachers who teach a combination of semester and linear courses as well as providing support for the students in some Distance Learning courses. This creates a complicated schedule that has three linear courses (Gr 9 to 12) - English, Math and PE and semester electives which include Mosaic, Trades Skills Exploration, Film, Science, Social Studies, Writing, French and Art courses as well as several Distance Learning based courses.

2. **Scanning:** *Our learners are engaged, creative and resilient. Our graduates have found success in the college and university streams as well as in trades and the employment sector. The Provincial Examination scores for our High School courses are solid and respectable compared to Provincial norms and are high for schools from similar northern regions. Elementary students and high school students all enjoy smaller classes and deep community relationships. Students who have moved from our community to larger centers report that they are at least equally well prepared for their new school as other students and reflect positively on their time at Bear Valley School. Community interaction is encouraged and embraced by parents and community members in the form of local field trip opportunities within walking distance from the school and community members who volunteer in the school preparing hot dogs, leading and coaching drama, music, dance, yoga, fitness classes, cooking classes, arts and crafts groups and voice training. Many*

volunteers bring their expertise into the classroom or invite the students to participate in the outdoor and community classroom. Examples of this include museum personnel leading tours of the mining museum, showing how to pan for gold, salmon enhancement projects lead by Fisheries workers releasing fry into the local creek, community clean-up projects, softball games with RCMP and Canada Border Services personnel etc. Students are taught conservation and stewardship ethics by being involved in fundraising and helping at the neighboring recycling depot. Many of our students are involved in soft-ball, hockey and figure skating in the community not just as participants but also as leaders, peer coaches and instructors. Several parents run after school instruction in music, dance, voice training and recreational opportunities. Bear Valley School facilitates many extra-curricular opportunities for students and it is often difficult to delineate where the formal school program ends and the community starts. Our small student population allows for very tightly knit school and community relationships. Safety and trust flourish in this small interconnected community, but also creates some hurdles and limitations regarding opportunities, both socially and academically. Staff and community members try to incorporate as many opportunities to pair with larger schools within our district for socialization and friendly competition but this is vastly under-developed. Senior students can get credit in Peer Tutoring, Work Experience and Physical Education 11 and 12 for helping coach or lead community teams and special events for younger students. Bear Valley School makes a special effort to invite performers, educators and presenters to come to the school and we co-operate with many community groups who bring in special events also. The community of Stewart holds several special events during the calendar year and relies heavily on the students and staff in running these events. Opportunities to socialize in the larger region are often supplemented with community recreation opportunities including hockey, figure skating competitions and in the past softball competitions in the larger communities in our region, but these opportunities are under developed. community of Stewart holds several special events during the calendar year and relies heavily on the students and staff in running these events. Opportunities to socialize in the larger region are often supplemented with community recreation opportunities including hockey, figure skating competitions and in the past softball competitions in the larger communities in our region, but these opportunities are under developed.

1.) Helps me to learn:

- A teacher that isn't pre-recorded
- School
- Quiet
- Being organized
- Gym
- Schedule
- Technology
- Snacks
- Teacher
- Field trips

2.) Barriers

- D.L. courses (so many)

- Sound
- Not enough teachers
- Schedule
- Lack of technology
- Lack of courses
- Work sheets
- Furniture
- Blocked website
- 3.) Remove barriers
 - Teach me in person
 - Less D.L.
 - More teachers
 - More online stuff
 - More high school classes taught by a teacher
 - Get rid of computer firewall
- 4.) what do adults do that shows you will be a success
 - Show me how to learn
 - Tell me you can do it
 - Teaching
 - Making me feel I can get a decent job
 - They show me the way

Situation B Numeracy Weakness:

Hunch Our primary concerns are the academic effects of having three grade splits in the elementary classes. The scale of Bear Valley School makes it very difficult to deliver a full academic program both at the elementary level and at the high school level. Our staff members have pointed out an observable and documented school wide deficiency in numeracy. We believe this can be directly attributed to having three grade splits in all of our elementary classes. The numeracy weakness seems to be systemic and observable as early as elementary grades and is highlighted in both the grade four and grade seven FSA results which support the anecdotal results reported by classroom teachers.

Situation C Computer literacy weakness

Hunch Our students need more time accessing computer based testing and assignment access earlier in their educational experience. Computer literacy and self-regulation and motivation are weaknesses in preparation for the course content delivered by distance learning in the high school also. The staff met and felt our priority was to develop our younger learners' abilities in self-regulation as it is the key to self-direction/self-assessment/social emotional competence. We agreed that modeling and using well managed peer support for the older students would be most helpful, as new learners can embody. This shift is difficult in any environment, but here, at Bear Valley all of our students will take a significant number of their courses by Distance Learning and media options, beginning as early as Grade 8. The combination of poor self-regulation and weak computer literacy detracts from student success levels in distance education courses in high school. These two student weaknesses may not be solely caused by our poor access to consistent internet access but we are sure that they are added to by the inconsistency of our high speed internet service in Stewart.

Focusing:

The focus needs to be on Literacy and Numeracy. Mathletics, Manipulations, and a Literacy Blitz room are being used to change results. A Numeracy room is planned. All students should be at grade level.

Developing a Hunch: What practices in your school are leading to this situation? *(Focus on the areas over which educators have control – not parents, the system or the learner.)*

Students need to be challenged and to find learning interesting. All students need to be engaged and motivated. This can be achieved through games, computers, coding, and focusing on student needs.

Professional Learning:

The staff at Bear Valley is extraordinary. They have a deep understanding of the need to continue to learn and develop their professional portfolio. Our staff room is a natural learning environment, as informal professional conversations are the norm and conversations often gravitate to ways to create applications of the most recent professional development training into our professional practices. We often review learner's work together and discuss key learning intentions. Our staff are more likely to go out of the community to District training as we create opportunities, encourage professional development in targeted areas and make funding available. We are also creating more opportunities to share our professional learning with the whole staff and are putting in place a reporting out time in our staff meeting agendas. This will allow the full staff team to benefit from specific training activities not just the one person who has gone out for the training.

- ⇒ **Taking Action:** What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of Response To Intervention and a focus on First Peoples Principles of Learning)
- ⇒ *What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?*
- ⇒ *What actions/ changes are happening based on what the students have identified as barriers to learning?*
- ⇒ *How are you communicating this to parents and incorporating their feedback?*

Situation A IEP development and testing

Catching up with testing and IEP writing for students with learning difficulties will be a top priority. We have also directed a great deal of staff release time to allow collaboration efforts, testing and IEP development. Any and

every opportunity has been taken to release Ms. Terri Scott from her Grade K, 1,2 class to continue with testing (she has qualifications in this area and used to do some of the Resource position). Ms. Scott will be the Learner Assistance teacher.

Situation B Numeracy Weakness

This past year we have created the Numeracy room to address the numeracy weaknesses at the elementary level. This creates four separate Math classes which have only two grades in each as opposed to the three grade splits which teachers traditionally have taught. This has made the course content manageable for each teacher and given more individual instruction time at each grade level for students. Anecdotal evidence to date has been positive and the students are responding well to this arrangement. We have followed our hunch that the three grade splits may be at the root of our numeracy weakness by targeting the middle grades of four and grade five math to create an fourth math class with our successful Education Fund application and have hired a Numeracy teacher. This has allowed us to create classes which only have two grade levels of instruction in each class for math. This was only started in February this year but, to date, the anecdotal reports in all four classrooms is positive and students report they are doing better at achieving the main concepts. Teachers will focus on the Numeracy room.

Situation C Computer literacy and behavioral support

Stewart has very spotty high speed Internet available to it so we are going through the development and implementation phases of technology shock which surrounding communities have completed in the last ten years. At Bear Valley School we are updating technologies to prepare students for high school courses, some of which are computer based. There is also a need to develop better computer literacy in the elementary years to prepare for a seamless transition with technology which will be needed in the larger society beyond Stewart. We are hopeful that a more focused and deliberate emphasis on computer applications and keyboarding will help better prepare students for the delivery of some of the course content in courses delivered by Distance Learning in later grades. We have been constantly increasing our emphasis on communicating to parents and community via emailing the monthly BVS Newsletter and sending notifications and updates by email. Our feedback from school newsletters and teacher-to-home based email communications informs us that many families do not have access to high speed Internet at this time. We are hopeful that this will be in place in the next year or so, as several of the

high school classes utilize net based assignments. At this point all work must be completed during school hours as there is not the technology to support this at many of the students' homes and community.

Checking: Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?

⇒ *When will you check in and how often?*

⇒ *How can you do it in a way that allows for immediate adjustment?*

Our education team is making a great impact on our students and are extremely valued by the community and learners we support. We are learning to connect more fully to the District team and make the most of all the resources at hand. Our Parent Advisory Committee is slowly coming along but we do not yet have a group that is either large enough or sustainable to draw a School Planning Council from.

A) We have started to address the backlog of new Individual Education Plans needed and have updated older IEPs also as we test students recommended to us by the classroom teachers. Our communication and networking with the District Team in this area is very strong and has yielded positive results. We look for continued improvements in serving our special needs students and will continue to build relationships with parents and our District support team. We will continue to monitor parent satisfaction and anecdotal evidence from classroom teachers around the progress of identified students both academically and behaviorally. We feel we have been able to ease our identified students' frustration levels by more adequately matching abilities to assignments and this has also lowered our office referral rate.

B) Objective proof of improvements in our Numeracy achievements in the elementary grades is only just coming in now as we write report cards. However the anecdotal responses from students, parents and staff are very positive and support a continued effort to direct any additional funding for the Numeracy room.

C) We are closing the technology proficiency gaps between our students and those of their peers in larger centers but this is hampered by technology deficiencies both at the school level and at the community server provider level. Our initial trials with iPads have gone very well and we look forward to developing this further as we gather the remaining units and portable storage cabinet. We will utilize other technology applications and spend more time practicing testing by computer and increase the number of assignments submitted by computer in the elementary grades in preparation for the demands of the high school program.

D) The library is changed to a research hub for all students. (A learning common)

E) Inquiry Question: If we focus on struggling students by use of manipulative's and visuals this will happen: increased learning and achievement.

School Principal Signature: _____

