



Coast Mountains Board of Education School District 82

Bear Valley School

P.O. Box 218, Stewart, BC, V0T 1W0

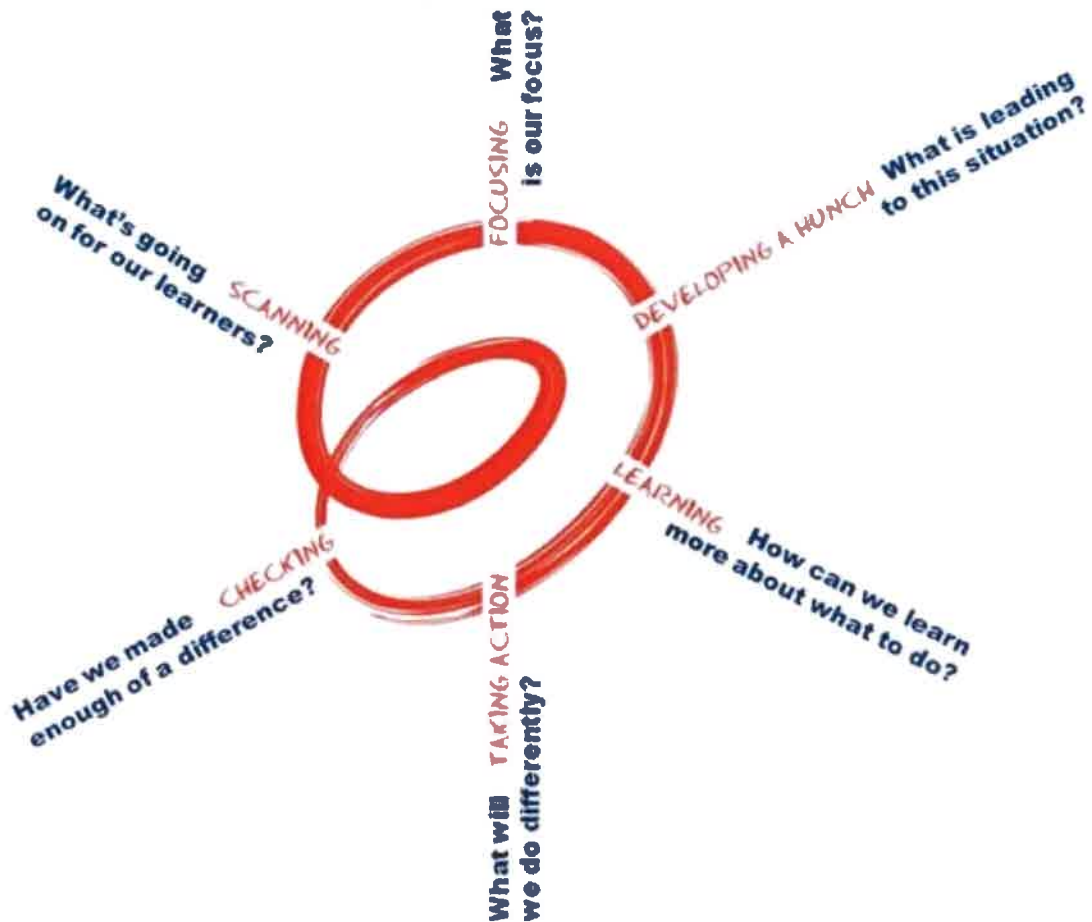
Phone (250) 636-2238

Principal: Jocelynn Drew

Secretary: Jody Ross

School Growth Plan

2020-2021



Who We Are...

We are a small school with a view. Bear Valley School is located in a small valley, surrounded by breathtaking mountains and glaciers on the traditional territory of the Nisga'a People. Our student body is diverse, with cultural backgrounds from across Canada. We are a three and a half hour drive to Terrace, BC where many families travel to for services and medical appointments.



The school has 60 learners in four class configurations: K-2, 3-5, 6-7, and 8-12 (blended learning with traditional and distance learning) with four full time teachers and an administrator who provides support by teaching 50% of the time. The multi-age configurations, although challenging, provide opportunities for students to benefit from collaborative interaction and to contribute positively to others' learning experiences.



As a family/community oriented school, strong parent support and participation enhances and enriches the learning experience of all students. Our teachers, education assistants, administrative staff work closely with all stakeholders to maintain strong connections and volunteer opportunities to enhance the learning experiences for our students. This connection enables

our school, for example, to run a food program throughout the year that includes hot lunches twice a week and items for daily breakfast and/or snack. This food sharing “ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors” (First Peoples Principles of Learning.



What We Value...

Students First

Students come first in everything we do.

Mutual Trust

Mutual trust is essential in all our interactions.

Dignity and Respect

We always treat each other with dignity and respect.

Innovation and Continuous Learning

We embrace innovation and continuously strive to learn and improve.

Growth Mindset and Grit

High expectations and perseverance are keys to success.

Collaboration and Partnerships

Working together, in collaboration and partnership, we make a difference for students.

Our Mission Statement

Bear Valley School strives to educate, inspire, and prepare all students by creating innovative learning environments where students can thrive academically, contribute to society, and lead healthy, purposeful lives.

Our Code of Conduct

At Bear Valley School, we show respect by being S.H.A.R.P.

Students are “caught being SHARP” and are awarded tickets to be put into a weekly/monthly draw for small prizes / incentives. The students also participate in monthly “Winit” assemblies where their improvements, successes and participation are acknowledged by the school staff.

Our Strengths:

- BVS has a very caring and supportive staff that works collaboratively to foster the development of the Core Competencies that all learners need to be successful in and out of school.
- The school has skilled and experienced teachers who are capable of differentiating instruction to reach and engage all learners.
- BVS's staff can adapt to challenges – doing what is the best in a given situation.
- We have a staff that is committed to continued professional development.
- Our classrooms extend beyond the walls of the school to our rich, natural environment (Salmon studies with Fisheries, hatching/caring for chickens, river walks/explorations, wildlife awareness, gardening...).
- We celebrate the mentorship / cooperative learning between the older students and their younger peers.
- We have an inviting Learning Common, which houses a library, filled with engaging fiction and non-fiction, as well as a computer lab with desktop computers, iPads, Cricut machine, collaboration tables, and presentation TV. Everyone at BVS uses this space.
- We offer a full range of secondary, academic programs through regular classroom instruction and distance learning.
- The majority of BVS students graduate with more than the required number of credits.
- Mathematics is taught using a hands-on approach with manipulatives. Students engage in Number Talks, investigations and targeted lessons. Teachers utilize the approach learned from Carole Fullerton and the District Numeracy Team. A BVS teacher on the team can support staff when needed.
- Teachers provide a strong framework for reading and writing strategies that supports our learners. Adrienne Gear, Traits, and Café are some of the resources / approaches utilized.
- Elementary Choir headed up by a teacher and a community volunteer.
- Elementary focus on The Zones of Regulation and Mind Up to support social-emotional learning.
- Open communication and involvement with parents and community – FreshGrade, TEAMS, newsletters, Council meetings, Public events (Remembrance Day, Christmas Tree Light Up, July 1st...) RCMP breakfast once a month.
- Breakfast / Recess snack program is available everyday - "Hungry Foods Cupboard".
- Hot Lunch provided twice a week – PAC parents and Stewart Health Center.
- 'Back Pack Buddies' help students with weekend food supplies if needed
- Toonie Tuesdays – Salad Bar was introduced this year and became very popular.
- Lunchtime activities continue to increase.
- PAC continues to grow and support BVS students and staff

- Growing enrolment –many Hyder, AK students have returned and there have been new families moving into the town.
- Early Years Program focused on newborn to aged four and their families. The program, which runs twice a week, is a place for children and parents to learn and play together. The Welcome to Kindergarten activities have become popular.
- The staff and students have formed trusting relationships with one another. The BVS family helped each other through many challenges and issues. We are fortunate to have this support.

“What’s going on for our learners?” How do we know?

Evidence of learning is drawn from conversations, observations and standardized teacher assessments such as PM Benchmarks, District Numeracy Assessment, and FSAs.

Successes

- Students at Bear Valley School thrive in the outdoor learning environment. They learn best with real life situations, and integrated cross-curricular experiences. Our learners are energetic, willing to take risks, and are comfortable in their community.
- Resources at the school are well used and students regularly integrate technology into their learning.
- Most students achieve at a minimally meeting expectation level in reading and writing. We have a hunch that by continuing to focus on literacy strategies we can see more success.
- Aboriginal content is weaved and integrated throughout the day.
- We continue to work towards creating a culture focused on social growth and self- regulation by providing students with opportunities to learn and demonstrate through actions and words.

Challenges

- The 4-7 grade grouping in 2019-2020 provided challenges – range of maturity level and the group had many students with at least one ministry definition of vulnerability.
- Transportation and opportunities outside of Stewart present challenges – these are due to remoteness and lack of bus / van rental businesses in the area.
- 100% of students with attendance concerns are struggling to meet or move beyond a minimal level of achievement.
- 100% of students exhibiting behavior challenges are also falling behind academically.

- Students have low confidence in their mathematical abilities, which leads to some fear.
- The senior math students tend to need more time and support with mathematics as they are completing courses via Distance Learning. However, the majority pass their courses with a “C” or greater.

“What is our focus going forward?”

Goal 1: Our learners will demonstrate increased academic growth in the areas of literacy. :To what extent will the implementation of strategies and structures such as those outlined by Adrienne Gear, the Daily 5 and CAFÉ Menu help teachers address the wide range of literacy abilities of students in their classrooms, and help students become more independent readers and writers?

Actions for Enhancing Staff Capacity & Learning:

- Teachers use differentiated strategies for English Language Arts (Adrienne Gear, Daily 5, Café) to meet the needs of all students in their multi-age classrooms and to allow for small group instruction on a regular basis.
- **Reading / Writing / Thinking Strategies/Powerful Understanding**
Term 1 - Understanding Self (Connections & Visualizing)

“Learning requires exploration of one’s identity.” – First Peoples’ Principles of Learning

Term 2 - Understanding Others (Question & Infer)

“Learning involves recognizing the consequences of ones’ actions.” – First Peoples’ Principles of Learning

Term 3 – Understanding the World (Transform)

“Somewhere inside all of us is the power to change the world.” – Roald Dahl

- PM Benchmark Reading Record Training and investigating ways to record HS reading levels more accurately.
- Continued support from Literably
- Early literacy is also supported with phonological awareness, guided reading, buddy reading and learning centers.
- Library support with anchor books to support strategies
- At home reading program, book club with library, “Celebrity” readers

How will we know? FSA results, classroom based assessments, PM Benchmarks, increased library use/check-outs, School Wide Writes,

Goal 2: Our learners will demonstrate increased academic growth in numeracy. To what extent will the implementation of strategies and structures as those outlined by Carole Fullerton, help teachers address the wide range of numeracy abilities of students in their classrooms, and help students become more confident and competent math students?

Actions for Enhancing Staff Capacity & Learning:

- Carole Fullerton materials will continue to be accessed and discussed/explored during staff meetings/ProD time.
- Sharing report card data with staff and discussing results to implement interventions as required.
- Numeracy targets developed as a staff; continued staff conversations
- Discussion and use of common numeracy assessments
- Computer based program-Mathletics will be used as an option for providing additional support for students.
- Student/Parent nights to show parents how to support numeracy skills at home.

How will we know? CMSD assessment, FSA results, classroom-based assessments, student survey results.

Goal 3: Our learners will be able to identify and communicate how they and others are feeling and practice strategies that support self-regulation and healthy decision making. What effect will a school wide focus on self-regulation have on improving student behaviour and academic achievement?

Actions for Enhancing Staff Capacity & Learning:

- Help students learn how to read facial expressions and recognize a broad range of emotions. They will use this knowledge to describe their own feelings as well as interpret those of others. (Zones of Regulation)
- Teach and practice mindfulness and self-regulation strategies (MindUp and Zones of Regulation)

How will we know? Less referrals to the office, core competencies, discussions with students, student surveys.

School Principal Signature: _____

