



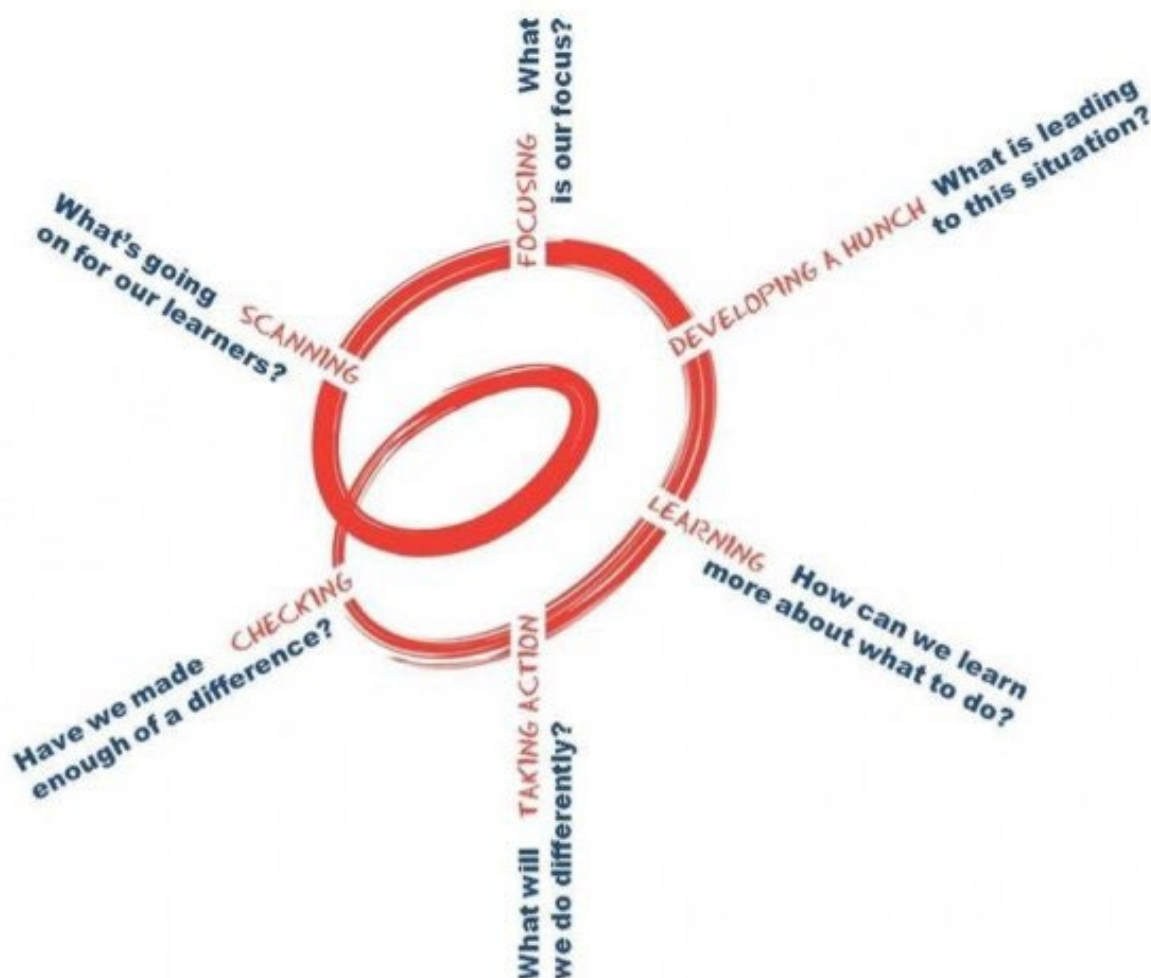
**COAST MOUNTAINS**  
BOARD OF EDUCATION  
SCHOOL DISTRICT 82

# ***Bear Valley School School Growth Plan***

## ***2022-2023***



Home of the  
Grizzlies & Cubs



Adapted from Dr. Judy Halbert and Dr. Linda Kaser's *Spirals of Inquiry: For Equity and Quality*

## ***School District 82 – Bear Valley School’s Growth Plan 2022-2023***

***We respectfully acknowledge Bear Valley School resides on traditional Nisga’a territory. It is our honour to live, teach, learn, and play on this wonderful land.***

### **BVS Mission Statement**

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

### **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 and Values align with SD82’s Mission, Values, and Visions**



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## About Our School

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. 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 58 learners in multi-age configurations: K-1, 2/3/4, 5/6-7, and 8/9 and 10-12 (blended learning with traditional and distance learning). There are five teachers and an administrator who provides support by teaching 50% of the time. The multi-age configurations, although sometimes challenging, provide opportunities for students to benefit from collaborative interaction and to contribute positively to others' learning experiences.

We are a family/community oriented school with strong parent support and participation that enhances and enriches the learning experience of all students. Our teachers, educational assistants, and administrative staff work closely with all stakeholders to maintain strong connections and volunteer opportunities for our students.

Our Parent Advisory Council is actively involved in many facets of our school community. The BVS PAC has been able to continue to support our students and staff in a number of areas.

Stewart Community Connections, Hungry Foods Cupboard, Farm to Schools, and our Foods Program supports a free lunch on Tuesdays and daily break/snack foods for all students.



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## What are our Practices that Support Student Growth and Achievement?



- **Showcase student strengths, interests, and successes**
  - Connect curriculum to student interests
- **Communicate with families: FaceBook, email, planner**
  - Provide a safe learning environment
- **Provide many opportunities to connect with nature**
  - Provide nutritious food regularly
    - Embrace kindness
- **Teach Social-Emotional Learning and self-regulation**
  - Have consistent expectations
  - Incorporate choice
- **Provide opportunities to work with multi-age groupings**
- **Provide Robotics with West Van Secondary student mentors via Zoom as extra curricular event (Sponsored by Ascot Resources and partners with Nisga'a community)**



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### Barriers to Address to Improve Increased Learning

- Approximately 30% of the student demographic applies to at one ministry definition of vulnerability.
- 100% of students with attendance concerns are struggling to meet or move beyond a minimal level of achievement.
- Senior Math students require more time to complete on-line classes. They seem to have a difficult time managing their time and producing work on a regular basis.
- Students completing DL classes need help to set goals for completion as they often take more than the allotted time to complete a course.
- Socio-emotional learning is improving, but we want students to be energetic and passionate about their learning, not just to 'coast through.'

### Data Summary and Analysis (Some masked due to lower enrollment)

**Students with special needs.** We continue to develop spaces, supports and programs that promote inclusion, social emotional learning, and trauma informed practices.

**Students with Individualized Education Plans.** We currently have about a dozen students with IEP's (Individualized Educational Plans). While all students are offered supports in their learning, these students have been identified as having specific challenges that require extra support. We continue to work collaboratively with parents, teachers, students and community supports to ensure that all students are provided with the necessary adaptations to be successful in their learning.

**Indigenous ancestry.** We continue to promote and support growth in our Indigenous cultural programs. Teachers continue to work with District staff to Indigenize and de-colonize the curriculum.

*"Indigenization is not an "Indigenous issue," and it is not undertaken solely to benefit Indigenous students. Indigenization benefits everyone; we all gain a richer understanding of the world and of our specific location in the world through awareness of Indigenous knowledge and perspectives. Indigenization also contributes to a more just world, creating a shared understanding that opens the way toward reconciliation between Indigenous and non-Indigenous people. It also counters the impacts of colonization by upending a system of thinking that has typically discounted Indigenous knowledge and history."*

Perreault et al., (2018). The Need to Indigenize. In *Pulling Together: A Guide for Teachers and Instructors*. BCcampus. <https://opentextbc.ca/indigenizationinstructors/chapter/the-need-to-indigenize/>

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## Provincial Assessment Results

**Grade 10 Literacy:** Results are averaging at 3 (Proficient)

**Grade 10 Numeracy:** Results are averaging at 2 (Developing)

**Grade 12 Literacy:** Results are averaging at 3 (Proficient)

**Grade 4 FSA: Reading** (averaging as “On Track” ) **Writing**(averaging as “On Track” )

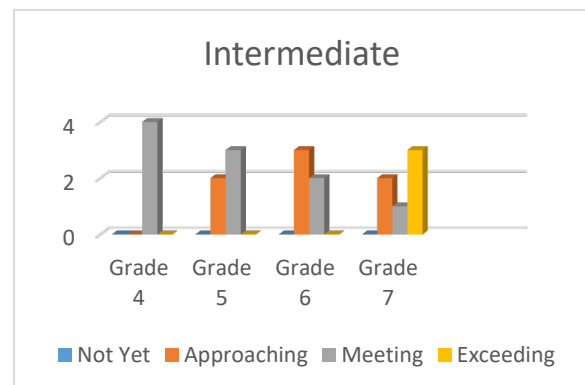
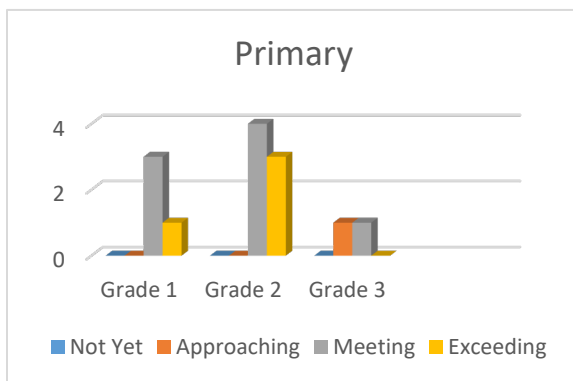
**Numeracy** (averaging as “On Track”)

**Grade 7 FSA: Reading** (averaging as “On Track” ) **Writing** (averaging as “On Track”)

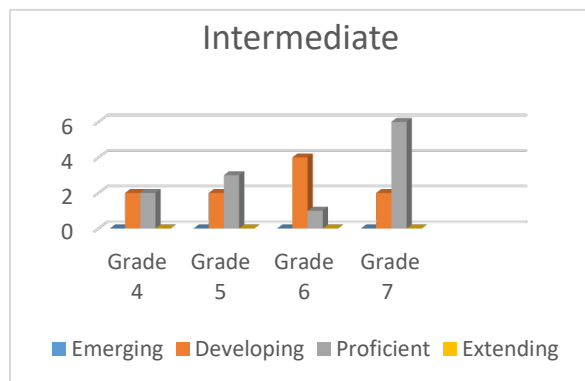
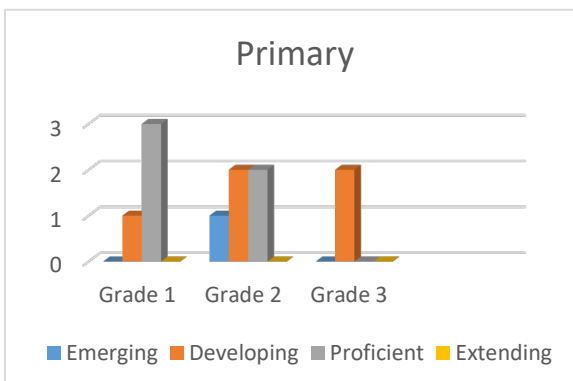
**Numeracy** (averaging as “On Track”)

## School-Level Assessment Results

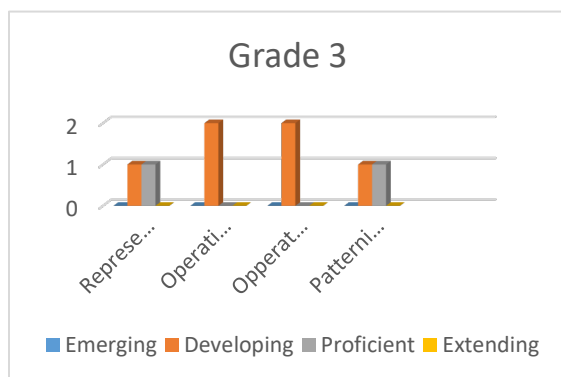
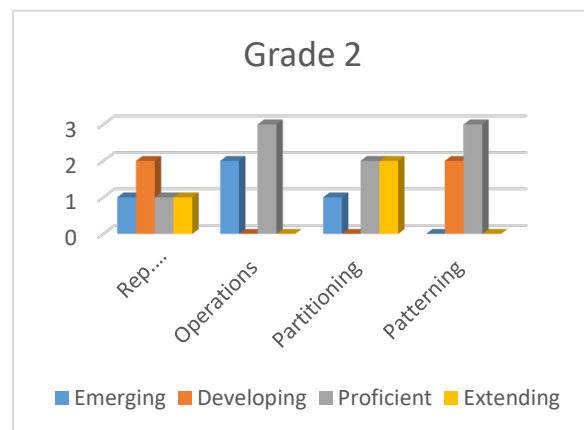
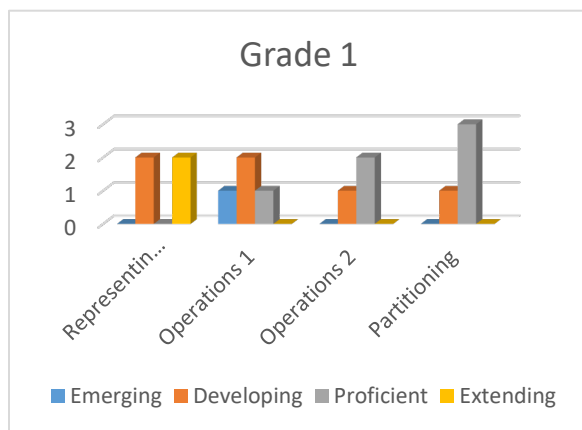
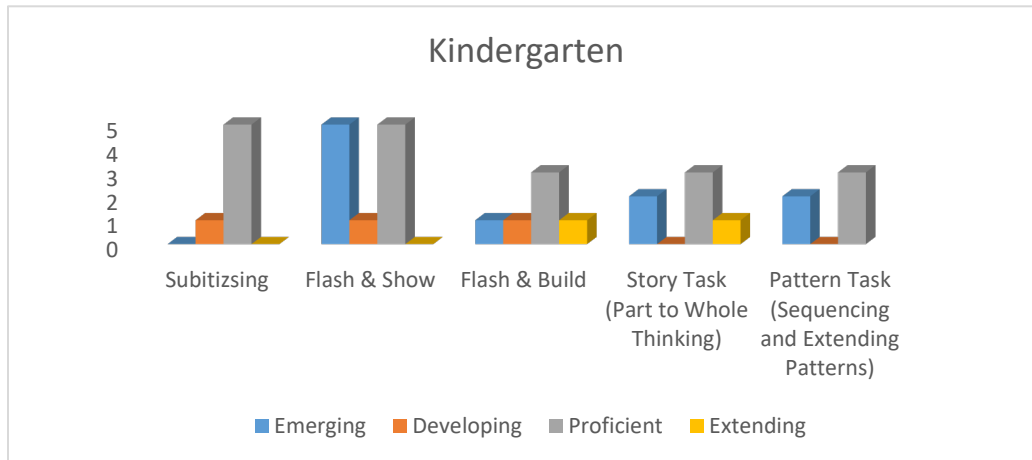
### School Wide Writes



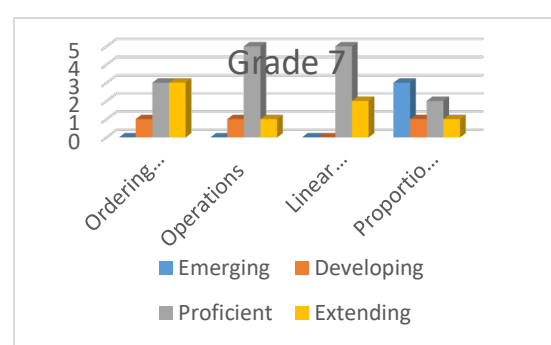
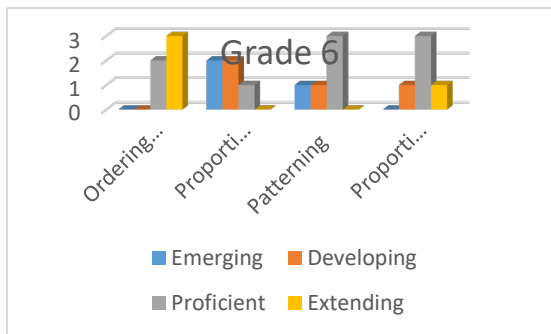
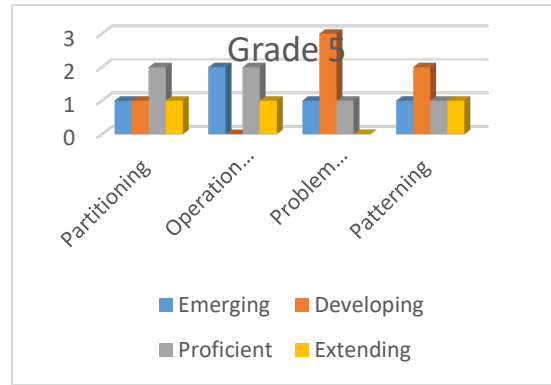
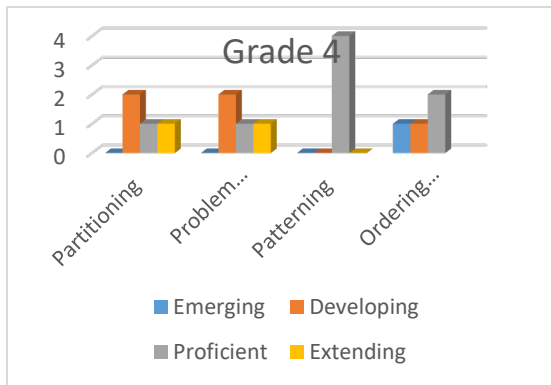
### PM Benchmarks



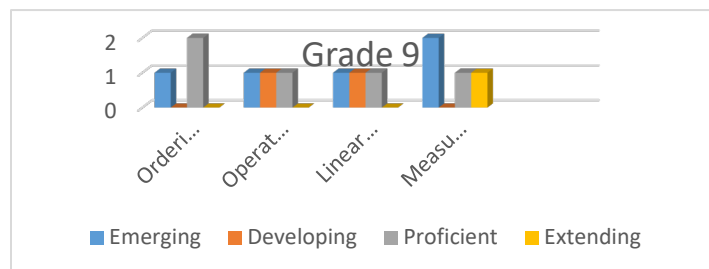
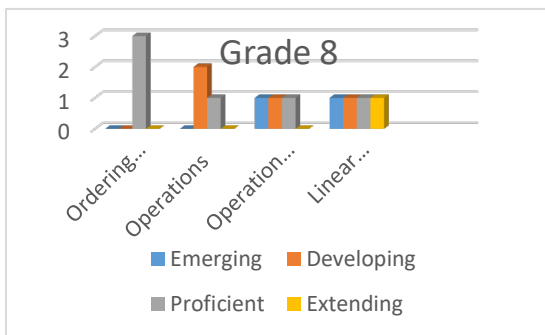
## CMSD82 Numeracy Assessment Primary



## Intermediate



## High School





## Our Focus Going Forward

**Although increased literacy for all students will always be a priority, the following goals / areas will have increased focus and attention:**

Goal 1: Our learners will be able to self-regulate in communication, emotional response, and in their own learning and goal setting. **“What effect will a school-wide focus on self-regulation have on improving student behavior and academic achievement?”**

### **Actions for Enhancing Staff Capacity & Student Learning:**

- SEL strategies for self-regulation and mental health well-being (Open Parachute to be piloted in the 8/9 and 10-12 classes – online, teacher led material, Minds-Up Online will be piloted in the 5/6/7 class, and the K/1 and 2/3/4 class will use Minds-Up and Zones of Regulation program to guide their lessons)
- Counselor and teachers in the high school will work with students to help set goals – use of smart device calendar / agenda. Weekly goals in DL classes will be set and checked on by counselor / teachers to ensure progress
- Students who are falling behind with assignments will be assigned to “Catch-Up Club” on Tuesday and Thursday after school where they can have extra help or time to complete work.
- The HS timetable was created with some class rotation in the linear blocks, and the semester blocks offered in the afternoon when HS students tend to be more attentive.
- Core Competency profiles around communication and social and personal responsibility will be at the forefront. We will use *The Six Cedar Trees* by Margot Landahl and Celestine Aleck to support student understanding.
- The elementary students will use Class Dojo to help make SEL and self-regulation fun and more tangible.
- “Student of the Week” to highlight citizenship and regular monthly assemblies to recognize personal and academic achievements. HS students will collect Winnits for achieving goals and then be eligible for bursary at graduation.
- The creation of a school GSA will provide more space for LGBTQ+ and allies

### **How will we know we are improving?**

- DL classes will be completed successfully on time
- Less office referrals
- Lower absenteeism
- Higher academic success in all grades
- Student surveys

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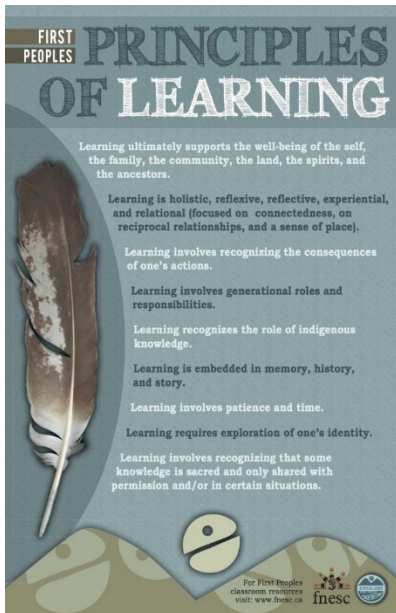
Goal 2: Our learners will demonstrate increased academic growth and confidence in numeracy. **To what extent will the school-wide implementation strategies and structures as outlined by Carole Fullerton, help students become more competent and confident math students?**

**Actions for Enhancing Staff Capacity & Student Learning:**

- Fullerton material available for all teachers – library also has copies
- Math teachers to meet once a month to check in and discuss strategies / successes/ challenges
- Increased professional development in this area
- Numeracy family nights – one per term - to show parents fun and easy ways to support numeracy skills at home.
- Math manipulatives in each classroom
- Use of CMSD Numeracy Assessment
- Connecting math to real world situations and problems, including indigenous learning and perspectives.
- Choral counting and games to increase basic numeracy skills – not just mastery of multiplication and division facts.

**How will we know we are improving?**

- CMSD assessment results
- FSA results for grades 4 and 7
- Report card data
- Student surveys



The goals in our Growth Plan align with SD82's Mission, Values, and Visions for our school district. The First Peoples Principles of Learning are also reflected in these goals, as well as throughout the planning and teaching across all grades and curriculum

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# ***Bear Valley School Growth Plan 2022-23***

**Sign-off Sheet**



***Date: September 14, 2022***

***Principal: Jocelynn Drew***

A handwritten signature in black ink, appearing to read "Jocelynn Drew".

**(Signature)**