



Bear Valley School

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Our Context

https://www.canva.com/design/DAFnUXB5IQs/jdqciBtQ_l8ij2p74HkEdA/view?utm_content=DAFnUXB5IQs&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Our Learners

Our learners are at the heart of the work around literacy at Bear Valley School. Students read and write everyday. Students find books in our library and in their classrooms that are interesting and on topic areas that they care about. When students are reading in the classroom, they are given opportunities to connect with each other and the world around them.



Manipulatives are used to support emerging writers with the abstract concepts in sentence writing; words in a stream of speech, spaces between words, sounds within words. Student use different types of counters to track words in a sentence they wish to write and the spelling of those words. This reduces the cognitive load required for these young writers to express themselves.

Our Focus

Bear Valley wants to build strong literacy foundations that are fundamental for students' participation in the world around them. We aim to improve student phonological awareness, decoding skills, comprehension and reading confidence, with the goal of all students proficient in reading and writing by June 2024.

- Known to predict future reading success, proficiency in foundational skills such as phonological awareness, alphabet knowledge, phonics, and spelling in grades K-3 supports long-term achievement in their academic journey and beyond. Kindergarten students will have proficient phonemic awareness as evidenced by Kindergarten UFLI scores and proficiency with decoding CVC words as evidenced by ongoing classroom assessments.
- Grade 1, 2 and 3 students can successfully read CVC words, CVCe and high frequency words as evidenced by ongoing assessments.
- There will be an increase of 50% in the number of intermediate students writing at the Proficient stage at the end of the school year.

This focus aligns with CMSD's goal to create student success. It is also closely tied to the First Peoples Principles of Learning and Ways of Knowing. We understand that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This principle refers to the understanding that ultimately, the primary purpose of learning is for well-being. Teaching should support the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

We also need to make sure that we attend to the needs of ALL of our learners - from the ones that find reading and writing "easy" to the ones that find it challenging.

Strategies:

- Support tiered reading intervention in the primary grades using UFLI
- Explore tiered intervention strategies in all grades (small grouping, team-teaching, peer mentorship)
- Utilize evidence-based literacy assessment tools for Primary students (Acadience, Phonological Awareness Profile, School Wide Write)
- Utilize evidence-based literacy assessment tools for Intermediate students (PM Benchmarks, FSA, School Wide Write)
- Place Based Learning (Integrating nature and local knowledge with literacy experiences)
- Review and analyze June 2023 literacy data to plan specific and targeted programming
- Provide built-in collaboration time twice a week to discuss literacy needs, assessment, and best practices with the literacy support teacher/administration
- Participate in collaborative marking of the writing assessment
- Provide small group workshops (Teacher-Librarian, Learner Support) that target skills that students who are Emerging or Developing may need to improve their writing skills



A group of our students in one of our favorite classrooms – the forest. Learning about their own community and natural resources, students gain rich experiences while developing the vocabulary and confidence to communicate their learning through story telling and their writing.

Our Next Steps

After reviewing the June 2023 literacy data we noticed that:

- Primary students

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
Reading	0%	57%	43%	0%
Writing	0%	64%	15%	21%

- Intermediate students

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
Reading	0%	53%	47%	0%
Writing	0%	80%	20%	0%

We are committed to providing our students with learning goals that will further support their literacy development. Based on the evidence of students' progress in relation to our initial learning goal, our next steps will include:

K-3's

- Continuing to support the development of reading foundational skills (UFLI) and actively use instructional strategies to decode letters and words.
- Going deeper into reading a variety of genres to help students learn text structures and language that students can confidently transfer to their own literacy skills.
- Exploring a variety of decodable books to help build students' understanding and growth in literacy

4-7's

- For our intermediate students, we will track their growth through teacher reflections, FSA scores, PM Benchmarks / Fountass & Pinnell, and School Wide Writes. We will also continue to conference with teachers who have been engaged in sharing instructional strategies that they have been using in their classrooms and sharing their learning to further develop outstanding cross curricular literacy practices.



The elementary classes joined the high school Social Studies class to explore the history of our mining town. Together they researched, planned and digitally recreated significant moments in our local history for the museum to use.

The K-7's used Lego in a multi-grade writing project that promoted creativity, imaginative storytelling and language development.

