



Bear Valley School

P.O. Box 218, Stewart, BC, V0T 1W0
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Our Context:

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Our Learners:

At Bear Valley School, we focus on literacy through all subject areas. As a staff we encourage our students to read each day, at school and at home. We engage students with books that help them connect to their personal and cultural identities and lived experiences. When students are within and outside the classroom, they are given opportunities to connect with each other and the world around them through literacy.

Providing our students with opportunities to share and learn from one another are vital. From these opportunities students become leaders within peer groups and develop their confidence and motivation to do well. Students can discuss, ask questions, predict, connect and synthesize ideas from their reading and personal experiences; empowering students to take risks and become leaders within their classrooms and the wider school community. These small group learning activities kickstart students to broaden their experiences build upon their background knowledge.

Our Focus:

The previous school focus was 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. Our plan will take into consideration the best practices from the previous School Improvement Plan and meld them to our 2024-2025 plan. We will take a more focused approach during the next few years showing improvement through data analysis in K-7 literacy and human and social development.

- 1. All students, female, male, LGBTQ+, Indigenous, Non-Indigenous, and diverse, will meet or exceed District and Provincial levels for feeling safe at school. One of our focus areas will be on Social Emotional Learning.***

SEL is known to increase prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students. We will be following the grade 8-12 students throughout the year to track their SEL progress. We will use:

The Curricular Competencies for Social and Community Health (Grade 8-9)

- **Propose strategies for developing and maintaining healthy relationships**

The Curricular Competencies for Social and Community Health (Grade 10)

- **Develop skills for maintaining healthy relationships and responding to interpersonal conflict**

Next Steps / Strategies:

- Implement a Homeroom Check-in for Mindfulness & Setting Goals three days a week – Monday, Wednesday, and Friday
 - Continue with the use of Open Parachute in a grade 8/9 grouping and in a 10-12 grouping
 - Open Parachute to continue in all elementary grades (K-7)
 - Regular Assemblies to celebrate student success
 - Increased opportunities for Student Voice (Leadership / Student Council)
 - ensure there are spaces for different students and groups (Learning Common, Chill Zone, Music Room, Leadership/Student space, STEM space)
 - ensure we have a daily breakfast and lunch items available for everyone
 - Acts of Compassion - classes choose and carry out socially positive activities that support the school environment (ongoing throughout the year)
 - Have students actively reporting/reflecting on Core Competencies
 - Utilize the Student Learning Survey to add questions around how these programs and spaces support student learning and sense of safety, belonging and connection
2. ***Bear Valley School wants to continue building strong literacy foundations that are fundamental for student's participation in the world around them. A continued focus in Primary to ensure all students are Proficient or Exceeding in Language Arts by end of Grade 3. Additionally, all Intermediate students will be Proficient or Extending by end of Grade 7.***
- 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 and report card data.

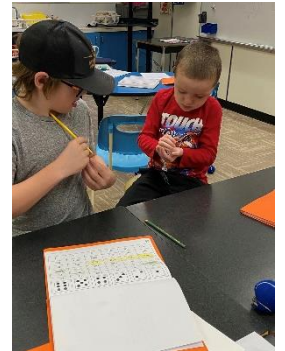
- Grade 1, 2 and 3 students can successfully read CVC words, CVCe and high frequency words as evidenced by ongoing assessments.
- Reduce the percentage of students Emerging and/or Developing in reading and writing in Grade 4-7 by June 2025.
- Increase the percentage of students On Track or Extending on FSA Literacy by June 2025.

Strategies/Next Steps:

- 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, Acadience)



- Place Based Learning (Integrating nature and local knowledge with literacy experiences)
- Review and analyze June 2024 literacy data to plan specific and targeted programming
- Provide built-in collaboration time once 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
- Access to District Literacy Leads for ongoing support
- Cross Grade Curriculum Projects to enhance student interest and passion for literacy learning
- Cross Grade Curriculum projects to augment student literacy (buddy classes read and work with younger students)
- Implement new Writing Program in K-7 based on the Science of Writing which incorporates self-regulation strategies, Think SRSD. [SRSD \(Self-regulated strategy development\) \(thinkrsd.com\)](https://www.thinksrdsd.com)

**Data Results:
K-3**

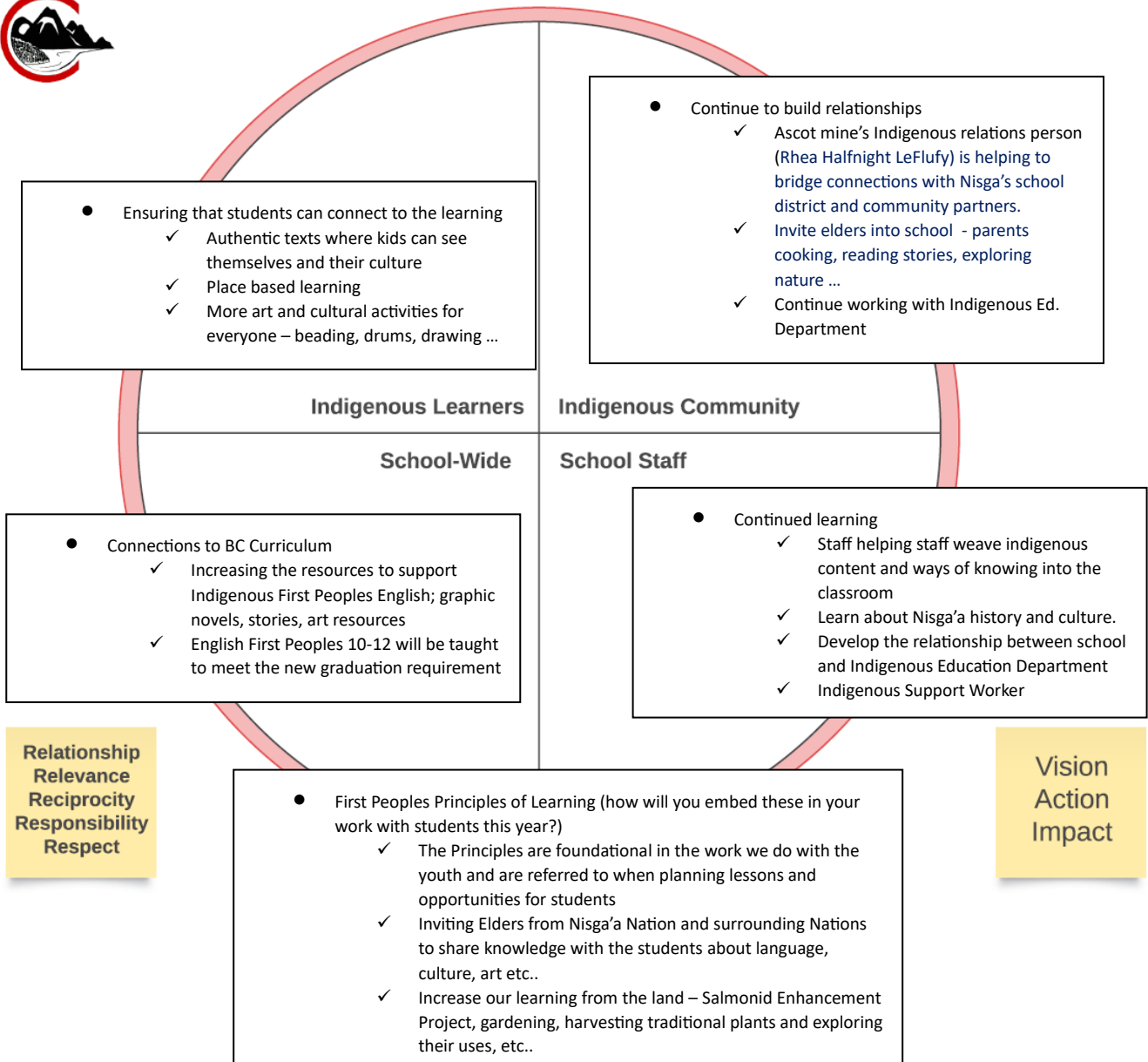
Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	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 June 2023	0%	57%	43%	0%
Writing June 2023	0%	64%	15%	21%
Reading June 2024	6%	47%	20%	27%
Writing June 2024	9%	36%	28%	27%

4-7

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 June 2023	0%	53%	47%	0%
Writing June 2023	0%	80%	20%	0%
Reading June 2024	38%	15%	38%	8%
Writing June 2024	19%	50%	31%	0%

We have noticed a significant improvement in reading ability and confidence in the primary and early intermediate grades with the implementation of UFLI and progress monitoring with Acadience. Although there are learners not yet at Proficiency, we are confident that with continued focus with Tier 1 and 2 classroom interventions these students will reach their benchmarks in the next couple of years.

Success for all learners. Indigenous Education Workers, support staff, and classroom teams will provide targeted interventions to support Indigenous learners.



Growth Indicators:

Staff will self report that they feel an increase in confidence in being able to support students in a variety of ways, from cultural teachings to supporting students through academic and or social/emotional strategies. Students will share their experiences through stories and surveys throughout the year.