

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

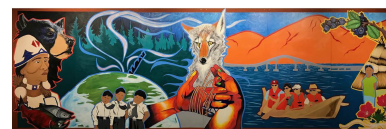
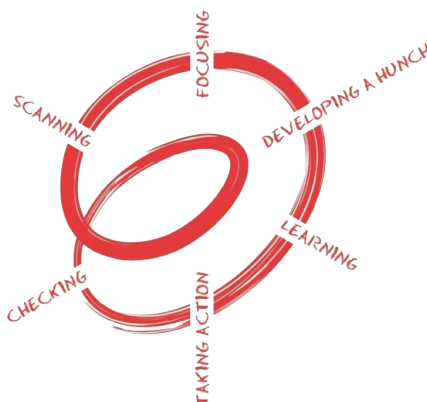
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Sigline Belliveau
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Bellevue Creek Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: Dual Track French Immersion

Family of Schools: Lake Country/Mission Family of Schools

Overall School Population: 261

Student Population Indigenous: 10

Student Population, SPED: 9

Student Population, ELL: 21

Principal: Raelyn Larnet

Grade:

☒ K

☒ Gr. 1

☒ Gr. 2

Number of Administrators: 1

Number of School-Based Teachers: 14

Number of School-Based Support Staff: 6

School Community Student Learning Plan

School Learning Story

Background:

École Bellevue Creek opened its doors to an amazing caring community in September 2022. The school had been completely renovated and welcomed 160 English and French Immersion kindergarten and grade 1 students. With a staff of 15 adults we were so proud to welcome our bumble bees. In the few months leading up to the school opening, as the principal I focused on a few areas that would support a positive school opening. Our top three priorities were:

1. Building community (hosted zoom meetings to bring families together, newsletters, many emails with updates and pictures)
2. Developing culture (with staff, students and families)
3. Identifying and modeling a caring community (Big Buddies, Family movie night, Operations gratitude assembly)

In September 2023 we added our grade 2 cohort. As a school community we grew by 100 additional students and added 3 more classroom teachers and another CEA.

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

In our first year 2022 - 2023:

We put out a parent scan with the following two questions:

1. What is going well for your child and what are you happy with regarding BCE?
2. How can we as a community (teachers, students, parents) continue to build a positive, strong foundation for your child?

We scanned our students (min of 5 students per class) - challenging to scan 5 and 6 year olds

The two questions we asked were:

1. What makes you happy at school?
2. What could make school happier for you?

Looking at both scans the staff pulled out the trends and patterns that they saw in both scans. From there we created our school goal with a focus on culture. We believe at BCE that without a positive inclusive culture students will not thrive in their learning.

In our second year 2023 - 2024:

We began the year with a student scan. The questions that we asked our students were:

1. What is something at school that you are proud of?
2. What is something that is hard for you?
3. Who could you ask for help? How can we help?

We also send out a parent scan with the following questions:

1. How does your child see themselves as a learner? Share a story that your child told you about learning at school. (Something that they are proud of, still learning, something that was a challenge)
2. In what ways does BCE build community? (Use an example from your child's class or in the school)

School Community Student Learning Plan

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Working with the Mission Community of Practice our staff developed the questions for our student scan. We were very intentional about designing questions that 5 - 7 year old students can answer. We wanted to know more about our students especially how they thought they were doing in school.	- we scanned over 150 students - we began with a few teachers interviewing their students. The data was so powerful that more teachers joined in. - the scan was in the fall when students began the year. - next year we decided that we would scan in the fall but do another scan in the spring and compare the data. - we met as a team and collated the student responses to see the trends and patterns - the biggest trend was asking a child to chose a free center or zip up their backpack was difficult for them. Small things that we never thought of were big things for our learners.
Empathy Interviews	We know that our students love to tell stories and we learn many things bout people through story. We framed our two questions for the parents around sharing stories.	- students are happy and thriving - parents feel a wonderful sense of community and several comments about how you feel when you are in BCE. - students see themselves as readers and writers.
Student achievement data	We have also gathered samples of side by side work (ex. a writing sample from September and then in April)	- we wanted to see the growth in our writers

Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

- students are connected to their teachers and their peers
- students feel safe to make mistakes and take risks in their learning communities
- students are able and willing to work with other learners

Student Learning Goal 1:

Students feel a sense of belonging, connectedness and appreciate diversity in our classrooms and in our community.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Well-being
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Valuing diversity
 - ☒ Building Relationships



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews	Valuing all students, their stories and backgrounds

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	EDI results for the Kindergarten students	All students were included in the assessment

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	PM Benchmarks GB+ (FI students)	Small group support, work with our Indigenous Advocate, one on one teacher time, LAT support in class

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Mission Community of Practice - our group of teachers that is part of our school team bring back the learning to our whole staff
 "Culture Code" by Daniel Coyle
 Building Positive Cultures - using the work by Daniel Coyle and Adam Grant (Be vulnerable and take risks first) - Culture building as our team first came together
 Staff Meetings (continuing the work as we opened a school and created the culture and community)
 Implementation Day (Connection the the Land)

School Level Strategies and Structures:

Super Power monthly assemblies and daily announcements - ties to a collection of books in the library
 Monthly school runs with all of our students
 Indigenous Advocate in classes teaching and learning with students
 Birthday pencils and announcements
 Class gardens & Woodhaven

Classroom-level Instructional Strategies:

Morning and end of day circles (sharing and gratitude)
 Creating class agreements
 Show n tell (opportunity for students to learn about classmates)

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Family & Community Engagement	The support that we get from PAC with the events that they put on for the community: Family Fun Night, Welcome Back Breakfast, movie night, June play day.
Equity in Action Agreement – Learning Environment (School Culture)	Embedding Indigenous perspectives of being into our classrooms and our teaching Working alongside our Advocate with staff and students learning together Creating classroom agreements

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

The parent scan and student empathy interviews were very helpful and telling. Parents are happy with the feeling in our school and the care and support that all of our students receive. It is a very student centered approach with a focus on student agency. The results we received from the student voice were very useful. Asking students about something that is hard for them was an excellent question. We found out that little things, such as picking a center or zipping up their backpack, were stressful for students. Understanding how students felt helped us focus on that sense of belonging, connectedness and ensuring that students are thriving.

Recommendations for next steps for this School Student Learning Priority:

Appreciating the data we received from the student empathy interviews we would like to do a second round of interviews in the spring. We would like to track the growth of our students through the social emotional lens. We will continue with this learning priority in the fall but as a team we feel that we would like to add a Numeracy priority as well.

School Community Student Learning Plan

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

When our students began in September the majority of our student population could not read or write. The majority of our grade 1 English students were emerging in both reading and writing. We worked over the last 7 months to build foundational literacy skills with all of our learners in both French and English. Using last year's EDI, our current ELP's, GB+ and PM benchmarks data we were able to create this learning priority.

Student Learning Goal 2:

Students build fundamental oral language and literacy skills that grow strong, confident learners.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Acquire, interpret, and present information
 - ☒ Collaborate to plan, carry out, and review constructions and activities
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Novelty and value
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Positive and Personal Cultural Identity
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
- ☒ Social Awareness and Responsibility

C	Communication 1. Connect and engage with others 2. Acquire, interpret, and present information 3. Collaborate to plan, carry out, and review constructions and activities 4. Explain/recount and reflect on experiences and accomplishments
T	Creative Thinking 1. Novelty and value 2. Generating ideas 3. Developing ideas
T	Critical Thinking 1. Analyze and critique 2. Question and investigate 3. Develop and design
PS	Positive Personal & Cultural Identity 1. Relationship and cultural contexts 2. Personal values and choice 3. Personal strengths and abilities
PS	Personal Awareness & Responsibility 1. Self-determination 2. Self-regulation 3. Well-being
PS	Social Responsibility 1. Contributing to community and caring for the environment 2. Solving problems in peaceful ways 3. Valuing diversity 4. Building Relationships

School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	PM Benchmarks GB+ (FI students)	Small group support, work with our Indigenous Advocate, one on one teacher time, LAT support, FI support teacher

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	ELP results (some teachers are piloting ESGI)	Small group support, Indigenous Advocate in classes supporting students and their learning

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Story workshop conversations with students around their story writing	Knowing our learners and supporting their learning needs, embedding Indigenous ways into our teaching

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Side by side evidence of writing samples	Knowing our learners and supporting their learning needs, embedding Indigenous ways into our teaching

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Writing and Reading conferences with teachers and their students (one on one)	Individual and differentiated goal setting and reflection of learning

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Literacy series - several teachers are taking part in sessions
Inquiry groups
Pod Cast - Soul to Story (Science of Reading)
UFLI

School Level Strategies and Structures:

Class reviews
In class support with LAT, resource teacher, support teacher and school counsellor
Resource teacher small group work with a variety of students
Indigenous Advocate in classes teaching and learning with students (embedding Indigenous perspectives and teachings)

Classroom-level Instructional Strategies:

Story Workshop
Writers Workshop
ELP assessment data (to guide our teaching) moving into ESGI next year
One on one writing and reading conferences
Provocation Bin Design

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	Targeting inclusive learning cultures (our school goal and student learning priority) Intentional Design of Learning (student centered focus and agency)

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

We have completed PM, GB+ & ELP assessments, LAT working groups, Resource teacher working groups, small group pull out and push in classroom support. Writing and reading conferences that support individual and differentiated goal setting and student reflection of their learning.

Recommendations for next steps for this School Student Learning Priority:

Continue to collect the same evidence and continue to have many adult supports in the classroom and working with children. Our LAT has been instrumental in working with all of our learners as well as our French Immersion support teacher. We look forward to adding our Inclusion Teacher to the team next year, which is another excellent human resource for our students.