

School Learning Plan – BES 2024-25

District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date: May, 2025

School: Blewett Elementary School

Vision

To help children grow toward their full potential and to foster an environment that promotes every student to feel they belong while in pursuit of excellence.

School Profile

Blewett Elementary School is a rural school seven kilometres from Nelson, BC in School District 8 (Kootenay Lake). There are 97 learners in grades K to 6 in the 24/25 school year. There are five active classrooms, eight teachers, two education assistants, one clerical, one principal and one custodian. The school grounds are set in nature and the building is old but in good condition and looking better each year with our projects to indigenize and revitalize our school.

Consultation Process

Staff

Staff evaluated data sets, school culture through the lens of annual events in different categories such as literacy, numeracy, school-wide assessment and surveys, and discussed professional hunches when it came to school goals and directions. Open dialogue and check-ins during monthly teacher collaboration times and wondering lead to the boiling-down of three school goals.

Students

Students contribute data and ideas every day in our school. Their varying needs give us collective purpose at school and this is manifested in our learning plan. Student voice is represented through our grade 6 student leadership group.

Parents

A number of parents participated in our planning day and provided their insight to the goal-setting and data-gathering processes. Parents also contribute valuable formal data through the Ministry Learning Survey and anecdotal data through dialogue with their child's teachers and supporting staff. At monthly PAC meetings, parents work together with the principal to discuss projects, events, and provide feedback.

Indigenous Representation

Our self-identified aboriginal learners figure prominently in our data as one tenth of our population has aboriginal ancestry. Data around their learning success and needs is part of the whole and also disaggregated to give us different lenses to apply as we search for all possible angles to support our learners.

Coherence and Alignment

Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

Literacy	
Goal Statement	
We aim to improve the written communication skills of all learners at Blewett Elementary School	
Where We Are At	
Literacy Data (Include provincial, district, and school level data as available)	
See attached <ul style="list-style-type: none">- FSA- School Wide Writes- Classroom Data- ELP	
Analysis (What objective trends do we see based on the data?)	
See attached <ul style="list-style-type: none">• Teacher-generated assessment data at two yearly checkpoints• FSA results• ELP results• School-wide writing results (literacy topic: “Tell us about your favorite place or toy”)	
Rationale (What is going on for our learners? How do we know? Why does it matter?)	
Communication plays a critical role in personal, social and academic development. Clear communicators achieve more, are more confident and have less conflict in the classroom and on the playground. We have found gaps in our data that confirm our professional hunches that we need a coordinated approach to communication skills in our school.	
Target (Specific and measurable statement of the desired improvement)	
<ul style="list-style-type: none">• Increased evidence of mastery in ELP for grades K, 1 and 2• More students on track or extending in reading and writing at two check points during the year• More students on-track or extending in FSA literacy results• Less social conflicts reported on the playground and in the classroom (able to communicate problems in nonviolent ways)• More students able to complete writing tasks without extensive classroom support.	
What We’re Doing	

Embedding Strategic Priorities (How we're making connections and providing opportunities)



- Implement a common writing assessment practice across all grades
- Use data and evidence to create intervention plans that include student, parent, classroom teacher, IST, principal
- Revisit targets bi-monthly
- Track student conflict and resolutions and assess impact of communication
- Align, share and coordinate literacy resources including Adreanne Gear, Heggerty, Jolly and others
- Use inclusive practices to target priority learners in writing and story telling.

Where We Are Going (Action Plan)
Professional Learning (Describe the professional learning that will support meeting the target)
<ul style="list-style-type: none">• ELP and implications for early intermediate grades• District ELP workshops• District learning bursts• Staff to continue to participate in Adreanne Gear “Powerful Writing Structures” pro-D workshops• Monthly collaboration time to share ideas, learning, etc...
Student Learning (What student learning strategies will support meeting the target?)
Adreanne Gear “Powerful Writing Structures” will be our main focus as a school
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
By teaching the basic tools of powerful writing we believe that will can empower students to express themselves in healthy and more creative ways. This can help with their general writing skills as well as communicating needs to others to resolve conflict. Students are naturally creative, so we will use story telling as a way to bring their imagination to life as they learn the skills to expressing their ideas.

Numeracy

Goal Statement

Each student will improve their number sense and gain operational strategies for problem solving

Where We Are At

Numeracy Data (Include provincial, district, and school level data as available)

See attached

Most students are able to write a few operations (+ and -) related to numbers, but many do not represent it visually (ie. ten blocks) or show any real-world connections. By developing better number sense and operational strategies for problem solving we hope students will make better connections to real life problems that they are better prepared to solve. Through games and real-life connections we aim to make numeracy fun and real to life.

FSA for Grade Fours

FSA Results Numeracy	On Track or Extending
2023/24 FSA	56%
2024/25 FSA	81%

Results from our School wide assessments in the fall show a need to improve number sense and operational procedures. Staff believe that this may help students generally with problem solving

Analysis (What objective trends do we see based on the data?)

See attached

- Snap Assessments
- ENP
- Teacher-generated assessment data
- FSA results
- School-wide numeracy assessment results (Numeracy: assessing for operations and number sense)
- Student self-assessment and self-reporting on confidence level with math problem solving ability (November and May).

Rationale (What is going on for our learners? How do we know? Why does it matter?)

Our world, more than ever, needs problem solvers! Students should understand that math is everywhere and in almost everything they do. Developing better number sense and gaining problem solving strategies will help students become numeracy literate and better prepared for the future.

Target (Specific and measurable statement of the desired improvement)

- Increased evidence of math fluency for grades K, 1 and 2
- More students at or above grade-level in math at two checkpoints during the year
- More students on-track or extending in FSA numeracy results
- More students able to complete problem-solving tasks without extensive classroom support
- Improvement between spring and fall checkpoints for school wide numeracy assessment using (ENP, Snap, and Island Numeracy)

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)



- Define and assemble a coordinated ENP-style program for math fluency in grades K, 1 and 2
- Evaluate and implement grade-wide assessments in math
- Use data and evidence to create intervention plans that include student, parent, classroom teacher, IST, principal
- Revisit targets bi-monthly during collaboration time to discuss numeracy strategies that are working in the classrooms
- Align, share and coordinate numeracy resources including Fullerton, Boaler, SD.resources etc...
- Improve vertical alignment in math instruction (monthly topic during collaboration times)
- Create resources for parents around math problem solving

- Develop school “Numeracy Nest” where staff can access numeracy resources and students can access numeracy games, puzzles, and numeracy themed books.

Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- Provide professional Development opportunities to align with resources
- Access district numeracy resources
- Provide professional Development opportunities to align with Jo Boaler, *Mathematical Mindsets*
- *Consult with District numeracy team and invite district numeracy teacher in for pro-d*
- *Develop Numeracy Nest!*

Student Learning (What student learning strategies will support meeting the target?)

- Mindful Math for Kindergarten and Grade 1 /Good Questions (number sense and problem solving) K/1 Carole Fullerton
- Carole Fullerton and Mathletics units
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Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Most students are able to write a few operations (+ and -) related to numbers, but many do not represent it visually (ie. ten blocks) or show any real-world connections. By developing better number sense and operational strategies for problem solving we hope students will make better connections to real life problems that they are better prepared to solve. Through games and real-life connections we aim to make numeracy fun and real to life. we hope students will make better connections to real life problems that they are better prepared to solve.

School Determined

Goal Statement

Maintain the number of students that feel a strong sense of belonging at Blewett Elementary School

Where We Are At

Data (Include provincial, district, and school level data as available)

Analysis (What objective trends do we see based on the data?)

- SLS show areas of needed improvement in the area of “belonging” however a more school wide survey shows that 98% of our students feel that their school is a place they feel safe and where they belong.
- We see a need for improved conflict resolution during unstructured times (conflicts on the playground)
- We see a need for students to be able to accurately assess their current emotional status (Zones of Regulation) and be able to express their needs to others.
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Rationale (What is going on for our learners? How do we know? Why does it matter?)

Social and emotional learning along with positive school connections provide the solid foundation for our students to be able to learn and grow. Social and emotional learning builds resilience, creates positive relationships, allows for responsible decision-making and helps manage emotions.

Target (Specific and measurable statement of the desired improvement)

We want to see:

- Maintain or Increased evidence of belonging through student learning surveys and school wide survey.
- Evidence of less conflicts on the playground and in the classroom
- Evidence of more students able to accurately assess their current emotional status (Zones of Regulation) and take steps to self-regulate.
- More students able to express their needs to peers in healthy ways.

<h3>What We're Doing</h3>
Embedding Strategic Priorities (How we're making connections and providing opportunities)
<div data-bbox="292 357 1429 966"> </div> <ul style="list-style-type: none"> • Using the Circle of Courage as a foundation to work on the following themes: Belonging, Generosity, Mastery, Independence • Use Circle of Courage as a lens through which to view student needs • Revisit Zones of Regulation as common language for students to reflect and express their emotional state • Use data and evidence to create intervention plans that include student, parent, classroom teacher, IST, principal • Revisit targets bi-monthly
<h3>Where We Are Going (Action Plan)</h3>
Professional Learning (Describe the professional learning that will support meeting the target)
<p>See scope and sequence for Circle of Courage.</p> <p>Pro D:</p> <ul style="list-style-type: none"> • Dr. Martin Brokenleg <u>Reclaiming Youth at Risk: Futures of Promise</u>: Reclaiming Youth Network. "The Circle of Courage Philosophy". • Eric Jensen <i>Teaching with the Brain in Mind</i> • J. Diane Connell <i>Brain-Based Strategies to Reach Every Learner</i> • Jody Carrington <i>Kids These Days</i> • <i>Zones of Regulation</i>

Student Learning (What student learning strategies will support meeting the target?)
<ul style="list-style-type: none">• Student self-assessment data on belonging school-created data (in progress)• Data tracking of social conflict on the playground and in the classroom• Data on students being able to identify their zone and which zone they are working to be in
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
<p>By working through the lens of the Circle of Courage, and teaching common language for (Zones of Regulation) we believe that we will be better able to target specific Social emotional needs of students and help them develop better self-regulation skills.</p>