

# Enhancing Student Learning Plan 2017-18

## School: BES

**What We Know About Our Learners.**

Key features of our School Review that will guide our actions and directions in 2017-18

Many children with challenges results in a very busy schoolhouse. Many complex situations both academic and social. Constant challenge to balance the 1 to 1 needs of students with general classroom and supervision support. Success of read team program and numeracy teacher direction will be maintained as foci. Talented staff allow for an eclectic collection of experiences for our students. New students with needs will necessitate some creativity timetabling support staff in the fall. Essential to our success will be consistent ongoing dialogue and collaboration. As reading, numeracy and self-regulation initiatives take further root the hope is that the need for supports for our non-one to one students is reduced.

**Focus Area 1: District Strategic Priorities**

Actions and directives planned for 2017-18

Personalization of Learning	Flexible and Responsive Structures	Social/Emotional Learning	Engagement Through Technology
<p>We will: Timetable for school-wide learning commons time, small group opportunities, work experience, wood, tech and other exploratory offerings, career skills opportunities, agricultural opportunities, outdoor learning opportunities, and also of course the direction of the new curriculum all enhance individual learning experiences at BES.</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>- Use outside opportunities to stretch our school’s surface, both on the school grounds (garden area and outdoor learning space) and beyond (work experience sites, VIU Marine station, beach and wooded trail areas, agricultural opportunities through partnerships with local farms).</li> <li>- Address parent needs for supporting learning through hosting Math, Reading and LA evenings.</li> <li>- Host Pro-d opportunities</li> <li>- Offer Bike Rodeo, RCMP “Sharps” and Substance Education, Jump Rope for Heart etc. as informed activities at parent’s request.</li> <li>- Work at creating a timetable so as to align primary math times and read team times. Will look to also timetable common preps as best as possible for collaboration (tough at present).</li> <li>- Are indeed best by definition an “elemiddle” consistent with the desires of our parents and students for an enriched experience through Thought Exchange et al, we have been able to maintain great exploratories, a band program, athletics etc.</li> <li>- Provide Intramurals and Free Afterschool programs</li> <li>- Have extended our self-regulation initiative to respond to bus and playground needs.</li> </ul>	<p>We will:</p> <p>Continue on with our self-regulation initiative adding more specific emotional intelligence education (5 point scale) for students where they use their self-awareness in varied situations which call upon self-regulation and provided them strategies. We have extended our practice onto the playground, in the bus line and onto the bus. Common terminology around “whole body listening”, “what is your job” and “what is your plan” are in place. ENITY, DARE and other RCMP programs, our counsellor, FNL, and occasionally outside professionals support curriculum in the areas of safety and wellness.</p> <p>We are a very caring place both at school and beyond our school walls. Our hot lunch program, subsidizing students where need be in many ways and areas, always having extra clothes and shoes at the ready, and providing help for mums and dads too all are day-today practice at BES All students have had exposure to digital literacy/citizenship curriculum as we slowly move forward into using Google apps for ed. We continue with plans of creating a learning commons multi-media multi-space and also an outdoor space with wireless capability. We are comfortable with the rewritten the passage on technology use. We are continuing to look into cost and type of acquisition of devices for students. Many would be unable to participate in a BYOD concept for socio economic reasons.</p>	<p>As all students have had exposure to digital literacy/citizenship curriculum we slowly move forward into using Google apps for ed. We continue with plans of creating a learning commons multi-media multi-space and also an outdoor space with wireless capability. We are comfortable with the rewritten the passage on technology use. We are continuing to look into cost and type of acquisition of devices for students. Many would be unable to participate in a BYOD concept for socio economic reasons. Will continue coding focus during our learning commons time..</p>

**Focus Area 2: Redesigned Curriculum**

Actions and initiatives planned for 2017-18

Will address it early in the year again as the focus of a school-based day. Will continue working with individual teachers on developing self-reporting core comps. The topic will remain a standing item on staff meeting agendas. Visited briefly each meeting we can see where some are and some are not yet. Will look to new VP to share her expertise. Will continue on with looking at e-portfolios and other means of communicating student learning. Will look at the new report card and triangulation as tool and vehicle to this end.

**Focus Area 3: School-identified Focus Areas**

Actions and initiatives planned for 2017-18

**Numeracy**  
 Where we are at: All students in grades 3-7 have had (DMA) numeracy assessment. Although not universal, some teachers used the results to inform practice and focus time. Primaries used classroom based assessment eg observation when basic skills are introduced at the beginning of a unit to focus and group students. Collaboration between teachers and learning support is apparent.  
 For our fours and sevens FSA results were marginally improved from 2016 and consistent with the DMA results in showing gaps and places for focus. Primary teachers have again made it a priority for common homogeneous math times to be timetabled in for next year.  
 \*Math passports were great in not only providing but also for developing a sense of the importance of perseverance making a nice connection to the personal growth core competency.  
 Both Dennis and Monique have timetabled support time in classes. Planning on school-wide assessments for primaries at the end of this year (if we can secure Karen and Karen) to inform our planning for next year.

Plan Going Forward: Will again do school-wide assessment in the fall to set course for the upcoming year. Will timetable for common math times and homogenous groupings. We host a Math evening on June 1st. with the intention of expanding capacity through educating parents in how to help their children with numeracy. We have staffing time dedicated to a numeracy supporting teacher.

**Literacy**  
 Where we are at: All students were bench marked in the fall and progress has been noted and recorded. Read teams also began in the fall school-wide save K's and 6/7's, with a non-fiction focus based on data from Dart, teacher observations, classroom assessments discussion, et al. Fluid process whereby readers moved in and out into appropriate level groups as the year evolved. Great support from volunteer mentors essential. Our k's had base assessment and began getting support with ABC skills and beginning reading. Our grade sevens are currently doing lit circles. School-wide write took place in the fall. Teachers having opportunity to use the assessment to inform where their students were at. In addition exemplars of said were used to build and calibrate our writing continuum just recently completed by teachers. Year-end write being considered as starting spot for writing continuum.

Plan going forward: We will benchmark again in September and continue with strategies that work read teams etc. Looking forward to seeing the impact of the writing continuum on our learners as well as our teachers in respect to student self-evaluation and their assessment practice. We will again host a literacy evening at the Bowser Library and a numeracy evening at the school for parents.

**Social Responsibility**  
 School-wide self-regulation will be revisited as it continues to be successful in educating and empowering students in the areas of "whole body listening", an understanding of the importance of knowing "what their job" is at a given time and also how to "make a plan" if unsure. Continued use of the five point scale indicating appropriate emotional levels for given situations as well as strategies for regulating their emotions has also been successful.  
 We will continue on from where we looked at social justice school-wide with all classes viewing "Room on the Broom" as a means to discuss inclusion, Michael Bortolotto crafted and shared three age level appropriate talks on inclusion and difference to tie in with "Room", and on May the 24th we learn about social responsibility though the social justice lens, via truth and reconciliation and the residential school experience with elders coming to visit and speak to classes. As we further report on core competencies we believe the "I can" statements around understanding the importance of being an inclusive community, be it on the playground for our littles, or in a broader context for the older kids are assessable through these types lessons.  
 Plan going forward: Keep on keepin' on with established initiatives all the while being responsive to school, community, and pedagogical needs. Continue on with the construction of our outdoor learning space.

Principal Name (Please Print): \_\_\_\_\_

Staff Representative Name (Please Print): \_\_\_\_\_

PAC Representative Name (Please Print): \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Staff Representative Signature: \_\_\_\_\_

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