



School District No.91 (Nechako Lakes)

School Plan to Enhance Student Learning

2018/2019

INTRODUCTION

- ✓ Babine Elementary-Secondary School is a rural school of 30 learners, K – 12
- ✓ The school serves the communities of Granisle, Mill Bay, and Tachet. We serve the traditional territory of the Lake Babine Nation and 80% of our student population claim aboriginal descent.
- ✓ Our school goals continue to focus on our school garden to help focus our students as they attain the literacy and numeracy skills as well as the core personal and social competencies required to become confident learners making positive contributions to their communities – local and global

DISTRICT VISION

Competent and confident learners making positive contributions in an evolving global environment.

BROAD DISTRICT GOALS

1. By June 2020, each learner will be meeting grade-level expectations in **Literacy**:
 - a) Reading skills
 - b) Writing skills
2. By June 2022, each learner will be meeting grade level expectations in **Numeracy**:
 - a) Number sense
 - b) Computational Thinking
 - c) Problem Solving
3. By June 2020, learners will experience and identify increased levels of emotional

GOAL AREAS

1. School-Specific Goals

BESS staff & students will continue use the school garden as a foundation to promote

- cross-curricular, multi-grade learning
 - As we strengthen our understanding of the New Curriculum and its focus on Big Ideas and the Core Competencies, the BESS garden continues to be a focal point for learning opportunities in numeracy and science. IN the 2017/18 year, various grade-levels have used the garden to review concepts such as measurement (Primary and Intermediate), area and volume (Intermediate and Secondary), soil chemistry and plant biology (Secondary). As weather permitted, students spent up to an hour a day working and investigating in the garden in May and June.
- social and emotional growth on a personal and community level
 - Time in the garden has been used to allay outbursts in some of our primary learners
 - Student X, an IBI designated learner in Grade 1, had 12 serious outbursts in class between January and April and only 3 in May and June when students were working in the garden.
 - Overall, the number of incidents reported throughout the building dropped during May and June as time in the gardens increased.
- aboriginal culture and identity (stewardship, sustainability, connection with the land)
 - For a two-week period in May, each classroom (Senior, Intermediate and Elementary) spends time with our Aboriginal Education worker cleaning and refurbishing our traditional wheel garden at BESS. Teachers use this opportunity to reinforce aboriginal culture and our connection to the land.
- global citizenship
 - A 30% increase in active planter boxes in the summer of 2018 resulted in a 50% increase in yield from our vegetable gardens. These vegetables were used in our school meal program in May, June and September, and were donated to the Granisle and Tachet communities during the summer months.

BESS GARDEN MISSION STATEMENT

To create a school identity that promotes wellness, positive relationships, and a sense of community through the construction and maintenance of our BESS garden.

Goals for the 18/19 School Year

- 1) Consolidate smaller raised beds into larger, deeper, beds.
- 2) Improve the soil quality by increasing the humus content in each bed.
- 3) Decrease the variety of vegetables to student preferences.
- 4) Increase the use and effectiveness of the greenhouse.
- 5) Increase the number of perennial plants in our medicine wheel.
- 6) Begin to establish a grove of traditional trees that have potential for aboriginal resource use (willow, birch, berry/fruit-bearing).

- *What is the data or interest base that led your team to implement this goal*
 - *New curriculum focus on Big Ideas and Core Competencies that can be uniformly achieved through a PBL-based school garden*
 - *a community need for fresh, healthy, readily available produce*
 - *considering our 80% aboriginal population, the garden offers a hands-on, life-skill based, therapeutic project that can be a school-wide focus of instruction and learning*
- *How will we measure student success?*
 - *students will be able to contextualize the importance of the garden project to their personal, interpersonal and community needs*
 - *as we continued to expand the garden facility in 2018, BESS students were able to give away over 75 lbs of fresh produce to community members in Granisle and Tachet, an increase of 50% over last year.*
- *Capacity-Building Activities Required*
 - *Continuing to work with community and business leaders at the local and regional levels to access appropriate support for continued expansion of our garden*

2. Literacy

All BESS students will be meeting grade or IEP-level expectations in school, district and Ministry assessments by 2020.

18/19 Term 1 RAD Assessment indicate that our early elementary learners are meeting grade level expectations, but that our intermediate and senior learners are still struggling.

Grade	# NYM	# Approaching	# Meeting
3		2	1
5			1
6			1
8		2	1
9	1	1	1

PMB Assessment results from a sample of our elementary class affirm progress – significant in some cases.

Primary Student	Grade 18/19	Level Jan 18	Level Nov 18
A	1	Aa (emergent)	PMB 15
B	2	Unable to read	PMB 4
C	3	PMB 8	PMB 15
D	4	PMB 3	PMB 15/16

- *What data supports your school's literacy goals?*
 - *RAD, FSA, HIP and school-wide write assessments continue to indicate BESS students are not meeting grade expectations in literacy*
- *How does your school measure progress towards the literacy goals?*
 - *Kindergarten assessment to give baseline*
 - *HIP, RAD & DRA in elementary and intermediate grades*

- *Gov't Exam/Assessment scores in upper secondary*
- *How is instruction differentiated to meet the distinct needs of **every** learner in your building?*
 - *Ongoing monitoring by teaching and support staff allows quicker response to exhibited learning challenges*
 - *One-on-one and small-group teaching and more adapted/personalized programs*
- *What assessment data is regularly used at your school to discuss or describe your progress toward achieving increased student literacy?*
 - *School-wide writes, RAD & DRA, HIP Assessments*
- *How is the embedded collaborative structure being used at your school to support literacy goals?*
 - *Weekly SBT/RTI style meetings form a part of every collaboration time*
 - *Due to our small size, staff are able to make collaborative suggestions for individual students*
- *Capacity-Building Activities Required*
 - *continued Literacy - focused PD activities (Janet Mort)*
 - *develop a literacy portfolio for each student*
 - *this activity has not yet been initiated*

3. Social-Emotional

BESS will continue our focus on Social/Emotional competency by

- *extending the "circle" practice in our secondary room and our "Zones of Regulation" practice in our elementary classroom and*
- *integrating social/emotional competencies into our school garden project*
- *How are learners doing with recognizing their own emotions and their impact on others?*
 - *integration of the circle into our intermediate and secondary class, have reduced emotional outbursts and associated incidents, creating a more positive climate in our building.*
 - *elementary learners are using the language of feelings through Zones of Regulation in their day-to-day classroom activities*
- *What will you observe/to help describe if learners feel emotionally and physically safe at school?*
 - *we will continue to monitor the Student Satisfaction survey question data on feeling safe at school*
- *Capacity-Building Activities Required*
 - *establish specific mission, vision & values statements for BESS garden*
 - *completed, Sept 2018*

4. Numeracy

All BESS students will be meeting grade or IEP-level numeracy expectations in school, district and Ministry numeracy assessments by 2022.

- *How well are your students progressing in this area of their learning?*
 - *Many BESS students typically struggle with numeracy concepts*
- *What numeracy assessment data can you share that summarizes your students' performance?*
 - *in the past 6 years, 65% of our Grade 10 age students failed to successfully complete a Math 10 level course in one year.*
 - *2 out of our three current Grade 8's scored 'Emerging' on the 2017/18 FSA*
- *Capacity-Building Activities Required*
 - *Numeracy-- focused PD activities*
 - *develop an easily accessed database of numeracy progress for each student*
 - *this project is still in progress*