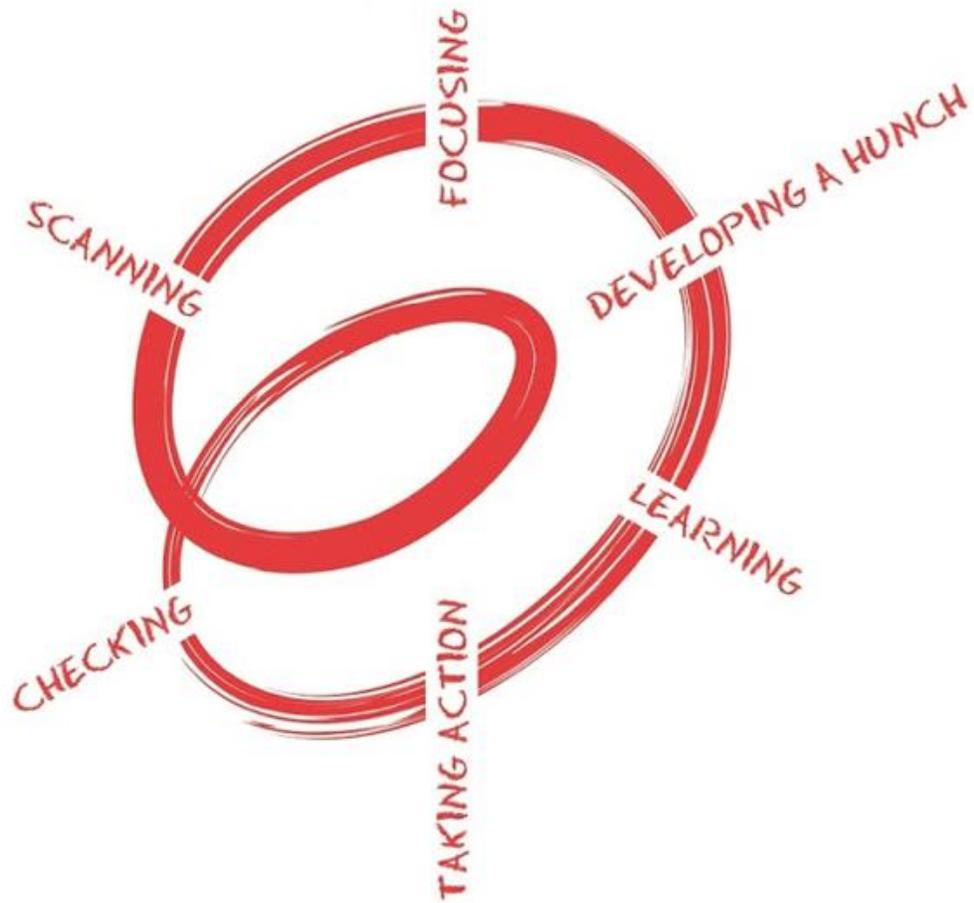


# West Vancouver School District Action Plan for Student Learning 2015-2016

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*"Spirals of Inquiry for equity and quality"*  
Judy Halbert and Linda Kaser



**WEST VANCOUVER**  
**SCHOOL DISTRICT**  
*The premier place for learning.*

**School: Bowen Island Community School**

### **School Context:**

BICS is considered the hub of Bowen Island and, as a Community School, serves as a community centre for continuing education, recreation and cultural events. The Community School Coordinator plays a key role in linking the community to the school and the school to the community. BICS has a stable K-7 population of approximately 320 students. Learning needs in the school are diverse. The school has strong relationships with Bowen Island's preschool educators. Environmental education continues to be an important part of BICS' identity and foundation to students' learning. The school continues to have a high level of interest in the Grade 6-7 academy *outside45*. BICS benefits from a very supportive Parent Advisory Council and Community School Association.

### **Inquiry Question: What do you think is driving your plan for student success?**

Will an increased focus on inquiry-based learning that places emphasis on developing students' critical thinking skills and self-regulation skills improve the level of student engagement and academic achievement?

### **Scanning: (What do you know about your students – their successes and challenges - what's going on for them?)**

#### **Successes**

- Foundational skills as reported on various measures (FSA Provincial assessment, RAD School and District reading assessment as well as classroom-based assessments) indicate that most students are meeting expectations in literacy; data from these various measures will continue to be monitored.
- The Response to Intervention (RTI) model is now firmly established in classrooms at BICS supported by the Learning Support Team (LST) and the District Self-Regulation Team; Tier 2 and 3 supports are provided as recommended through the School-Based Team (SBT).
- There continues to be a strong correlation between students referred to the SBT for academic support and those that have social/emotional needs presenting as dysregulated behavior. Teachers, through an April 2015 Growth Plan survey, have noted that teachers and students are utilizing self-regulation strategies and tools effectively though continued focus on strategies is needed as it is foundational to student learning.
- Teachers have been using Critical Thinking Strategies and Critical Thinking tools from the Critical Thinking Consortium (TC<sup>2</sup>).

- Teachers planned units of inquiry throughout the 2014-2015 school year and also offered inquiry units such as “Open Minds” and other passion project opportunities separate from the curriculum.

## Challenges

- Classroom assessment and the FSAs have identified that some students are having difficulty in Math.
- Inquiry-based learning is an approach to learning. Continued growth in utilizing an inquiry-based approach will continue.

**Focusing:** (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)

## Evidence/Data to support:

### FSA Results

2015 Grade 4 Results			
	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
Reading	2.5%	68%	29.5%
Writing	0%	90%	10%
Numeracy	7%	68%	24%

2015 Grade 7 Results			
	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
Reading	12.5%	59%	28%
Writing	0%	97%	3%
Numeracy	19%	78%	3%

### Teacher Survey – School Growth Plan

Teachers felt the following strategies and approaches to learning were the most important work our school could do to improve the success of students. (April 2015)

Teacher Professional Growth Plan Survey, April 2015	
Strategy and Approaches to Learning	% of Teachers
Inquiry-Based Learning	75%
Critical Thinking	68.8%
Self-Regulation	87.5%
Competencies	68.8%

- Data suggests students are doing very well in writing with 0% of students assessed not meeting expectations in the Grades 4 and 7 FSA.
- Math stands out as being greater concern with 19% of Grade 7 students Not Meeting Expectations in Numeracy.

## Key Learnings:

Continue to focus on Literacy and Numeracy Foundations as well as the [Core Competencies](#):

- 1. Communication Competency:** the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them.
- 2. Thinking Competency:** specifically Critical Thinking skills through an inquiry-based approach to learning – going deeper to increase student engagement (“Head” goal).
- 3. Personal and Social Competency:** specifically Social and Emotional learning including continued focus on self-regulation skills and a healthy school climate to ensure students are calm, focused and alert in a positive environment – foundational to academic learning (“Heart” goals).

## Developing a Hunch: What is leading to this situation?

- Self-regulation continues to be the first step of engagement. If a student is not self-regulated, all other efforts for engagement will be unsuccessful.
- Consistent use of the inquiry cycle will engage students in learning and provide many opportunities to develop the three competencies.
- Deliberate efforts to improve numeracy foundations and literacy foundations are needed.
- Citizens should have the skills to develop an informed opinion. The work BICS is doing with Critical Thinking helps students develop informed opinions. Developing opinions puts learning to use and engages students in their learning.

## New Professional Learning: (Summarize new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

### **Self-Regulation**

- BICS continues to focus on Self-Regulation. BICS Staff members formed an innovation team to learn more about self-regulation and implement their findings. Their work will continue in 2015-2016 and opportunities for them to share their learning with the staff will be organized at staff or team meetings.

### **Critical Thinking**

- In 2013, BICS became part of the Critical Thinking Consortium (TC<sup>2</sup>). The Consortium’s mission is, “to promote critical thinking through four integrated functions of professional development, networking, publications and research.” BICS continues to work with TC<sup>2</sup> including professional development sessions as well as access to TC<sup>2</sup> learning resources such as Tools for Thought and Critical Challenges.

### **Inquiry-Based Learning**

- Teachers will transition to the BC Draft Curriculum by June 2016. Teachers will work together during the 2015-2016 school year as architects of curriculum to organize learning from grade to grade so that connections between learning can be made but not overlap repetitively.

### **Communication Competency**

- Teachers will work with one of School District 45's District Innovation Support Leaders to enhance learning with digital access.

### **Engagement**

- BICS' Innovation Team which studied engagement during the 2014-2015 school year will share their findings with staff including a tool that offers a common language for engagement as well as a means to articulate to students how students can engage themselves in a task.

### **Numeracy Foundations**

- Explore online programs that allow students to work on Math concepts at home and learn how these programs can be integrated with learning at school.

### **Taking Action: What will you do differently?**

- Continue to focus on Inquiry-Based Learning, Critical Thinking and Self-Regulation.
- Explore online programs to support Math instruction.
- Transition to the Draft Curriculum which facilitates an inquiry-based approach to learning with the framework of Big Ideas and Concepts.

### **Communication Strategies: (How will you communicate your inquiry and your results to the school community?)**

- An important goal for our school has been to make our learning more visible and accessible to everyone. Transforming our Learning Plan into a visual proved to be an effective tool in 2012/2013. As the question of inquiry stated in the 2015/2016 Growth Plan remains similar to previous years, the visual will remain in place. It has been shared with the school community via our School's website and presentations to the PAC.
- The BICS Blog will continue to highlight learning and progress made on our School Growth Plan.
- Social media tools, namely Twitter, will continue to be used to share learning at BICS as well as professional learning.
- Curriculum Night in the fall of 2015 will allow for key goals to be presented to parents.
- The PAC will continue to be updated on areas of the School Growth Plan.
- The Principal's BICS This Week will continue to highlight features of our learning plan.

**Parental/Community Involvement: (How will you work together as a school community to do this work?)**

- Continue to work with the District Principal for Early Learning and Bowen-Island Pres-Schools on initiatives like Ready Set Learn and Welcome to Kindergarten to help students prepare for and transition to school.
- Work with the PAC on a Science Fair which celebrates curiosity and develops scientific inquiry.
- Feedback will be solicited from the BICS PAC on progress of the learning plan as well as communicating the Growth Plan to parents and the community.
- The PAC will continue to provide parent education evenings on areas of the Growth Plan.

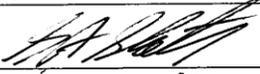
**Connection to the District Pillars: (How does this plan connect to our 3 district pillars?)**

Inquiry, Digital Literacy and Self-Regulation are fundamental to our question of inquiry and are the key strategies to support student achievement and engagement.

**Connection to the 7 Principles of Learning: (Which of these principles align with your plan?)**

BICS' growth plan honours the Learning Principle of *Learners at the Centre*. The plan's guiding inquiry question notes the School's intention to engage students through inquiry and critical thinking which are strategies and approaches to learning that allow personalization of learning experiences.

# Signing Off Page

	Name	Signature
Principal	Scott Slater	
Parent	Stephanie McDonald	
Parent	Brenda Morrison	
Parent	Carla Young	

**Date:**

**Approval of the Board and Superintendent:**

**Board Chair:**

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**Signature**

**Superintendent:**

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**Signature**