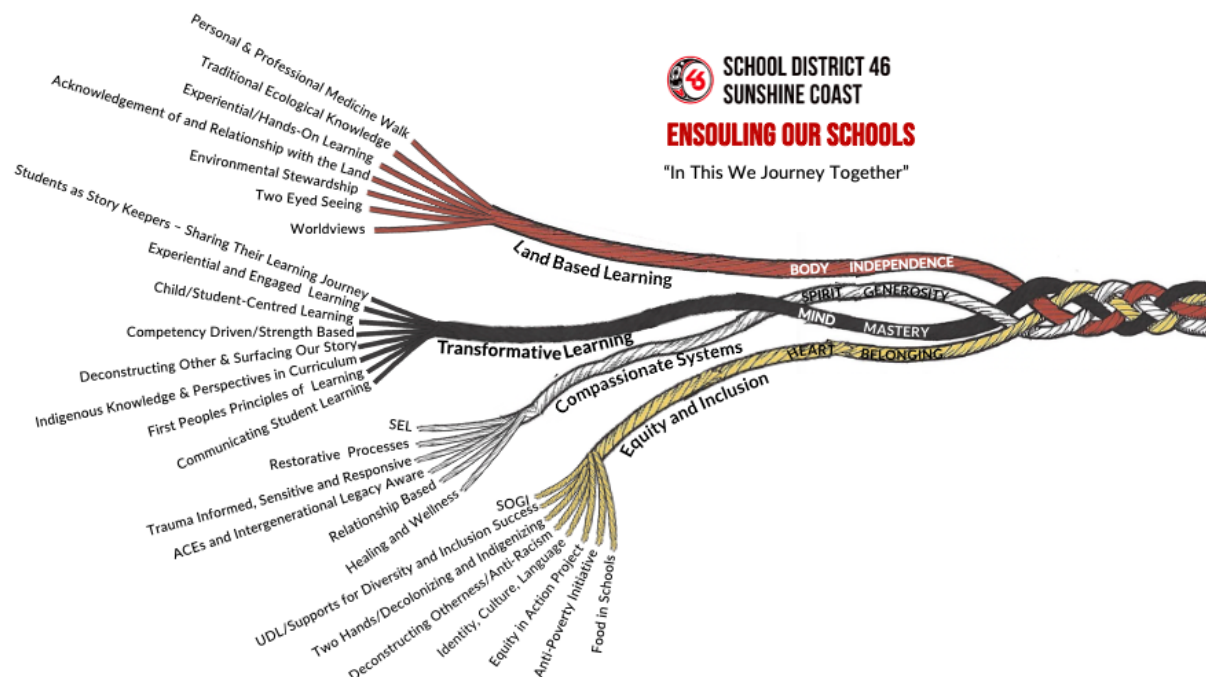




SCHOOL GROWTH PLAN FOR DAVIS BAY ELEMENTARY Our Story and Journey

Through the four strands of the braid, we learn together as a school community.



DEMOGRAPHICS

Enrollment at Davis Bay Elementary (DBES) has grown to 206 students this year. Over the past 8 years there has been a steady increase in the student population with growth occurring mainly in the primary grades, although increases have occurred throughout K-7. Four out of nine classes form the basis of the Nature Education for Sustainable Today's and Tomorrow's Program (NEST). Five of the classes at DBES consist of: grades K/1, grades 1/2/3, grades 3/4, grade 5/6 and a grade 6/7 class; these classes are referred to as our DEN classes - Davis Bay Environmental/Naturalist classes - as at Davis Bay there is an emphasis and a belief that **all** classes benefit from experiential/place-based learning and that lessons from the natural world are important and necessary in the current global climate. NEST classes are made up of a K/1, grades 2/3, grades 4/5 and a 6/7 class.

While we operate two programs, we also actively work to integrate students from both programs. For example, this year our Grade 6/7 Music, French and PE classes are platooned by grade and are comprised of both NEST and DEN students. Clubs and

SCHOOL GROWTH PLAN

athletic programs are also opportunities for both the NEST and DEN to collaborate together.

VISION

At Davis Bay we are a community focused on belonging, joy, experiential learning and growth while embracing the natural world and creating a positive legacy for the future.

VALUES

Last Year, staff at Davis Bay Elementary created school values using the tools of Compassionate Systems Leadership and keeping in mind our work on Ensouling our Schools and our commitment to equity. As part of this work, over a series of staff meetings we identified the following as the core values in our school:

At Davis Bay Elementary we value:

- Outdoor and experiential learning
- Belonging
- Joy

In all of the work we do at David Bay Elementary, we hold central the aspects of the Braid that enhance our journey together. Our values are reflective of the various strands of the braid:

Belonging

- Equity and Inclusion

Outdoor and Experiential Learning

- Land Based Learning
- Transformative Learning

Joy

- Compassionate Systems

ENSOULING OUR SCHOOLS: COMPASSIONATE SYSTEMS

This year at DBE, we embarked on a Compassionate Systems journey. Each staff meeting and staff Pro-D activity begins with a grounding activity that focuses on 'how we show up' to our space together. This often involves quiet thinking, quiet writing and purposeful listening. The purpose of starting this way is to think deeply about how we are showing up and in rooting all of our work in our personal and collective 'why'. Additionally, we have been using the 'tools' of Compassionate Systems Leadership such as 'generative social field', 'the iceberg model', 'ladder of inference' and 'creative tension' in our collaborative work. This year, we are focusing on creating collective goals and on determining how we will measure where we are at in meeting our goals.

ENSOULING OUR SCHOOLS: TRANSFORMATIVE LEARNING



SCHOOL GROWTH PLAN

At Davis Bay Elementary, a big part of our learning has been working with Communicating Student Learning in preparation for the full implementation of the new Reporting Order in the fall of 2023. This year, we have a Communicating Student Learning lead who has been working with all staff in meeting the requirements of the Reporting Order. All staff have been using MyEd BC as a reporting platform and have been utilizing proficiency scales in their reporting. All staff are using SPACES to post Core Competency Reflections at least 3 times this year.

For the first half of this year, staff worked on updating our Code of Conduct from some outdated language to language and examples that embrace our key words. This was a collaborative effort by staff that was also presented to PAC and families for feedback. While there is some critical language required in school code of conducts, we are happy to embrace a Code of Conduct that has been thoughtfully created with the input of staff and out families.

ENSOULING OUR SCHOOLS: EQUITY AND INCLUSION

Last year, we engaged with teachers and students in our Equity Scan. Through the Equity Scan, we interviewed a sampling of our Indigenous students. Students were asked questions relating to the Student Learning Survey and had the opportunity to respond either in video, audio, or on paper. Positive outcomes of this experience included the fact that indigenous students were happy at school and felt that if an issue came up around being bullied or picked on, it was resolved by school staff. As well, they felt safe at school. Through this activity we learned that at Davis Bay we need to make Indigenous Learning and Indigenous Ways of Knowing more explicit because students were not sure they were doing this learning.

This year we are continuing our efforts in Inclusion and Equity by taking part in the Food Pilot at Davis Bay, making food accessible to students who need it in a way that reduces stigma and increases accessibility. A highlight for DBE in terms of increasing Equity was our first annual Winter Market where all students could bring home a gift for a family member. The donations from this event were presented in grocery gift cards to families in need. We see this activity as one that will carry us forward year to year.

ENSOULING OUR SCHOOLS: LAND BASED LEARNING

At Davis Bay, land-based learning is a central value. While our NEST program is rooted in land-based learning, the DEN also embraces outdoor learning experiences.

We are fortunate to have a 1500 square foot Greenhouse and are able to offer each class the opportunity to grow and harvest food. With the help of our school Greenhouse team, our Community School Co-ordinator and our amazing community volunteers, we harvest food for the school, the local Food Bank and to sell as a fundraiser at the Davis Bay Farm Market. We could not accomplish these tasks without the support of our amazing community. In 2024, we will be expanding our Spring Harvest Festival to include community members and the local pre-school. In addition, the activities and

SCHOOL GROWTH PLAN

presentations by students will be in the creation of food items but will also extend to garden friendly activities such as worm gardens.

CURIOS EVIDENCE/DATA

Satellite Data:

2022/2023 FSA Grade 4 Results:

Literacy

- ▶ 14/24 Emerging 2/24 Extending
- ▶ 42% of Grade 4's On Track

Numeracy

- ▶ 11/24 Emerging 0 Extending
- ▶ 54% of Grade 4's On Track

2023/2024 Grade 4's

Literacy

- ▶ 5/24 Emerging 16/24 On Track 3/24 Extending
- ▶ 79% of Grade 4's are On Track or Extending

Numeracy

- ▶ 6/24 Emerging 17/24 On Track 1/24 Extending
- ▶ 75% of Grade 4's are On Track or Extending

Street Data - Equity Scan Data

Through our Equity Scan Data, we found that our Indigenous Students do not believe they are learning about First Peoples at school. One area we will need to examine is making our Indigenous Learning and use of First Peoples Principles of Learning explicit so that all students know that this is a part of their learning and a part of something we value in our school.

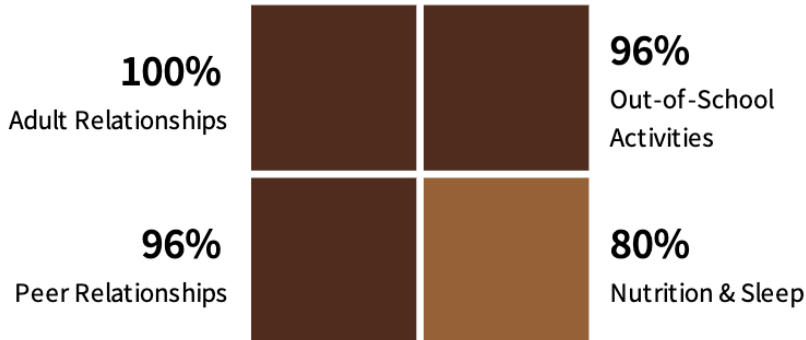
Map Data (SLS/MDI)

Our data around well-being from the MDI and the Student Learning Survey indicates that our students have a fairly high rate of well-being compared to the overall District numbers. This is the most pronounced in the Grade 6 MDI data. Additionally, our students feel they have adult connections and a good sense of belonging. The one measure that was curious was around this was connected adults in the school which as lower than expected.

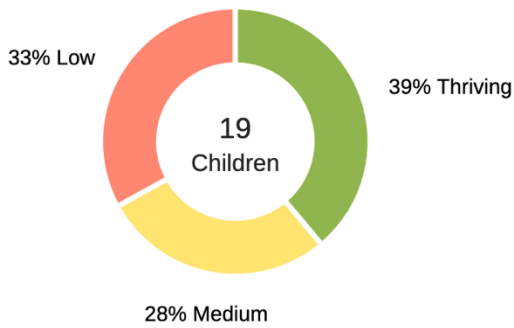
Example: 2022/2023 Grade 4 Wellbeing (MDI)

SCHOOL GROWTH PLAN

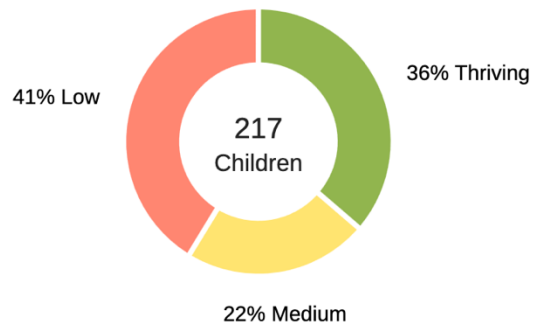
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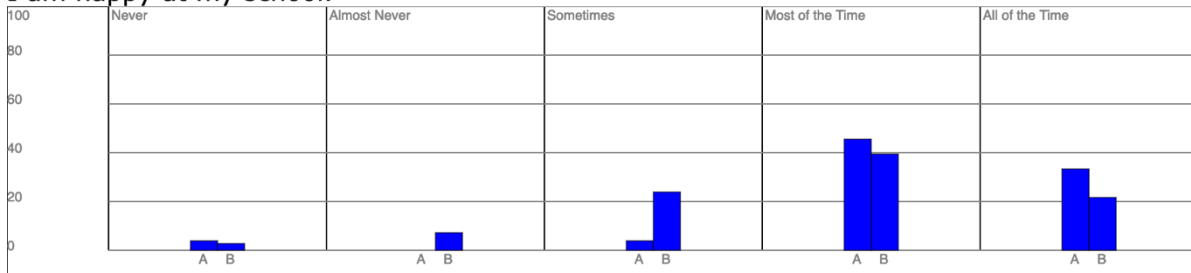
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Example: 2022/2023 Grade 6 Sense of Wellbeing (MDI)

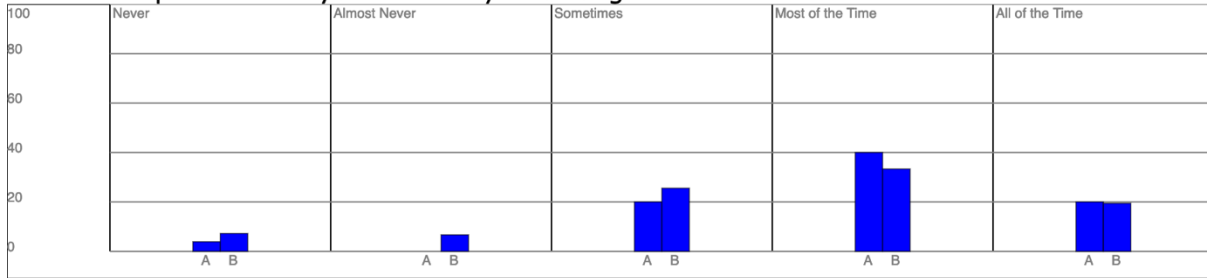
2022/2023 Grade 4 Wellness (SLS) (A is DBE and B is SD46)

I am happy at my school.



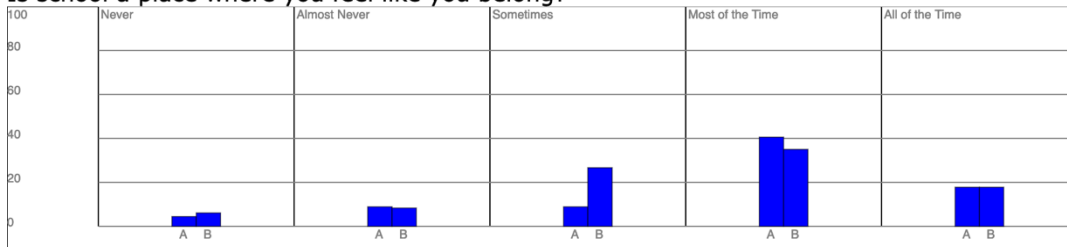
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Is school a place where you feel like you belong?



2022/2023 Grade 7 SLS (Belonging) (A is DBE and B is SD46)

Is school a place where you feel like you belong?



GOALS:

Our task this year has been to create goals for Davis Bay Elementary using our Core Competencies to make up the basis of these goals. Using the idea of Creative Tension and considering the characteristics we would like to see in our learners walking across the stage in Grade 12, we worked as a school team to create goals.

1. Personal Awareness and Responsibility Core Competency.
 - o Self-regulation, self-determination and well being

SCHOOL GROWTH PLAN

NEXT STEPS:

- Create a means to track student personal awareness and social responsibility using data.
- Continue to support and build student capacity in Numeracy and Literacy through strengthening our school-based teams and building a specific focus on primary literacy and numeracy skills. For example, expanding the use of LexiaCore with our young readers and exploring the use of Reading Groups. In the 2023/2024 school year, we have added the initial steps in the creation of traveling folders for each student so we are better able to track student progress in Numeracy and Literacy.
- Finding an exploring other means to track Literacy data such as PM benchmarking twice a year. In the 2023/2024 school year we PM benchmarked MOST students. Additionally, we added an additional ½ day of Literacy and Numeracy support and have purchased a new set of primary readers.
- Working towards explicitly demonstrating when we are learning about Indigenous peoples and Indigenous Ways of Knowing and Being to enhance student belonging. (one of our Equity Scan goals).