



Beattie Elementary School Annual School Learning Plan 2026- 2027

SEPTEMBER 15TH, 2026

School Mission



We welcome and support every student, celebrating our diversity while teaching the core skills children need to thrive in a changing world.



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on
the territory of the Secwepemc Nation, specifically the territory of the
Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of
the Secwépemc people and includes the seven Secwépemc First Nations
Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Indigenous Education Enhancement Agreement
Local Education [Agreement](#).

CONTEXT

School History

Beattie Elementary was formed in the summer of 2016 when Beattie School of the Arts moved its staff and students from the Beattie location to the Secondary location on 9th Avenue. Stuart Wood Elementary, the oldest public building in Kamloops, built in 1907 with additions, closed its doors and the staff and students moved to the Beattie location. Since then, Beattie Elementary has operated as a community catchment school. Grade 7 students from Beattie attend either South Kamloops Secondary School or SaHali Secondary School which is based on the catchment boundary line that intersects just below our school property.

School Context

While Beattie is fairly high on the vulnerability index, moving to our new site has brought a wonderful rejuvenation and an influx of new families. Our enrollment has grown significantly from 183 students back in 2016 to 339 students today. Our community is now a vibrant mix of long-term neighborhood residents and a dynamic group of international families connected to the local university. These new families deeply value education, are happy to be in Canada, and actively bring their time and energy into our school community.

School Configuration

- 339 Students K-7
- 90 students participating in our Strong Start Centre
- 33 Teaching & Support Staff
- 42 Indigenous Students
- 34 Diverse students
- 139 International Students

Learning Partner Engagement

We continue to implement the Ministry Curriculum, focusing on the five priorities of the district's 5 year strategic plan, and the changing needs of our students. We have identified two major learning goals, one which informs the practice of the other. We continue to focus on these to help move teacher practice, and in turn, student learning forward, as we develop the needed competencies for learners in the 21st century. These goals have an impact on everyone in the school community from the students in the classroom, to the teachers leading learning, to parents who help bridge the gap between school and home. For this reason, everyone must be engaged in the process of learning. This must be an ongoing process in order for all partners to work together and have a real impact on attaining our goals

Learning Goal - Literacy

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

SCHOOL RESULTS ANALYSIS:

See Data Appendix Below

SCHOOL GOAL: To ensure every unique learner grows as a confident reader, writer, and communicator through evidence-based literacy instruction guided by the BC Learning Progressions and the Science of Reading.

AREAS TO CELEBRATE:

- Grade 7 Literacy FSA showed a 5% improvement for our neuro-diverse learners.
- By Grade 3, 58% of students this year were proficient or extended in their reading.
- We have provided Tier 3 intervention.
- We have provided English Language Learner intervention since late October.
- Our PRAs indicate that by grade 3 our Indigenous students are reading 15% above the district.
- Our PRAs indicate that by grade 3 we are only 2% behind the district average.

RATIONALE: Current data indicates students are underperforming in reading when compared to both the School District 73 and provincial data. Improving reading is foundational to success across all subject areas.

AREAS TO GROW:

- Beattie continues to fall behind the district and province on the FSA in literacy for both Grades 4 and 7 over a three-year period (in some areas such as Indigenous learners we are 38% below).

- Our primary learners continue to have lagging literacy skills. For example, on the Primary Reading Assessment for Grades 1-3 this year, 43% of our learners were emergent or developing readers.
- Our Diverse, ELL, and Indigenous learners range from 70-80% as emergent and developing learners on the Non-Fiction Reading Assessment in grades 4-7.

OBJECTIVES:

- **By June 2027**, increase the percentage of students meeting or exceeding grade-level expectations in reading fluency and comprehension.
- **By June 2027**, align resources and adopt a structured literacy approach throughout the primary grades.
- **By June 2027**, engage teachers in collaboration, K-7, and implement the six competencies of an effective reading program.

STRATEGIES:

1. Dedicated Staff Learning & Coordinator Collaboration

- **Objective:** Use staff meeting time to build teacher capacity in the "Big Six" components by collaborating with district literacy coordinators, ensuring evidence based practices are brought straight into classrooms.

2. **The Structure:** Dedicate time during monthly staff meetings for professional development.

3. **The Scaffolding:** Work with the district literacy coordinator to map out a predictable learning sequence based on the NYSED Brief. For example, the coordinator models an explicit instruction strategy for *Phonological Awareness* or *Vocabulary* one month, provides a plug-and-play template for teachers to try, and facilitates a short "how did it go?" reflection session at the beginning of the next meeting before moving to the next component.

○ 2. Supported Primary Ability Groupings

- **Objective:** Implement targeted literacy ability groupings in primary grades to deliver tailored, structured literacy instruction that meets the unique needs of every young learner.

4. **The Structure:** Establish a scheduled, school wide literacy block for primary classes where multiple educators are available simultaneously to target specific student needs.
5. **The Scaffolding:** Learning Assistance Resource Teachers (LARTs) will actively co-plan and push into these blocks. Using the continuum of the Big Six (e.g., ensuring students struggling with decoding focus heavily on *Phonics*, while advanced decoders focus on *Fluency* and *Comprehension*), the LARTs will guide the creation of flexible groups, provide specialized resources aligned with the BC Learning Progressions, and directly support the highest needs groups.
 - 3. Data-Driven Collaborative Conversations
 - **Objective:** Utilize classroom and schoolwide student data to anchor collaborative teacher conversations focused on continuous instructional improvement across all key literacy components.
6. **Structure:** Create structured, monthly collaboration blocks where grade-level teachers meet formally to evaluate student progress.
7. **Scaffolding:** Provide teachers with a clear data reflection template mapped to foundational skills. Instead of looking at abstract percentiles, guide the conversation using a scaffolded protocol: *Which of the six components is this student struggling with most? What specific evidence based strategy will we implement to target it? How will we know it worked?*
 - **Tier 3 (Intensive Intervention):** Deliver individualized or small group intensive interventions for students with significant reading challenges, leveraging specialized resources and expertise. This will be in addition to the dedicated reading block.
 - **Data Collection:** Systematically collect and analyze data (examples: Primary Reading Assessment, Non-Fiction Reading Assessment, classroom assessments) to identify students needing support and monitor progress.
8. **Enhance Support for English Language Learners (ELLs):**
 - **ELL Specialist Support:** Increase collaboration between the District English Language Teacher and classroom teachers to plan and co-teach, ensuring integrated language and content development. This push in support model for teachers with the language teacher will occur once per

week. If available, we would once again utilize a language teacher to run targeted instruction in small groups - targeting students who have scored as a 1-3 in their language proficiency assessment.

- **Leverage First Languages:** Encourage and support the use of students' first languages as a bridge to English literacy where feasible and appropriate (e.g., dual language books, family support materials).
- **Digital Tools:** Utilize adaptive digital reading programs with built-in supports for ELLs (e.g., Google Read and Write/Translator)

C. Curriculum Alignment and Resource Provision:

Strategy: Ensure that reading curriculum materials are aligned with evidence-based practices and that teachers have access to high-quality, diverse resources.

- **Action Steps:**
 - **Curriculum Review:** Regularly review and update reading curricula to ensure alignment with current reading research and standards.
 - **Resource Audit:** Conduct an audit of existing reading resources (e.g., leveled readers, decodable texts, digital tools) and acquire additional materials as needed.
 - **Diverse Texts:** Emphasize the importance of providing a wide range of culturally relevant and diverse texts to engage all learners.

Measures of Success:

- Reading benchmark assessment data (e.g., PRA assessments, NFRA, Classroom Assessments).
- Teacher anecdotal records and observations.
- Instructional alignment: primary teachers will show alignment of dedicated reading instructional time using resources that support structured literacy.
- Reading blocks throughout primary grades will track and monitor student success.

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL GOAL:

Beattie will utilize strengths in our school climate to support academic growth.

RATIONALE:

At Beattie, we will build on our strong foundation of safety and belonging by focusing on deeply knowing each of our learners. Staff dedicate time to understanding students on a personal level, creating an optimal environment for underperforming learners to take academic risks, grow, and succeed.

AREAS TO CELEBRATE:

- Large participation in school activities (e.g., 160 of our intermediates participate in our Intramurals)
- Our neuro diverse students in Grade 4 and 7 are 16% and 19 % above the district and province in feeling like they belong on the Student Learning Survey.
- Our Indigenous students in both Grade 4 and 7 feel more welcome at Beattie than students in the district and the province by 9%.
- Our Grade 4s are 10 % above the district and province in feeling like they belong.
- Our Grade 4s and 7s have a greater feeling of safety, 9% and 2% respectfully.
- Staff see that this is an important area to invest time/resources in a peer conflict takes away from instructional time. Students learning problem solving skills allows for students to develop the social skills to navigate their own challenges without adult intervention. Not only will this help students with conflict as they grow, but teachers will spend more of their time focused on learning.

AREAS TO GROW:

- Improve student attendance. Currently 20% of students at Beattie have a chronic attendance problem. If children are away from school frequently, they could

develop gaps in their learning, feel unsure about coming to school, and miss important lessons and concepts.

- **Transitions:** Beattie will improve their grade to grade transitions by providing opportunities for students to connect with staff and students from other grades. We will also develop a process for sharing information about students prior to students moving on to the next grade.

Objectives:

- **By June 2027**, student engagement in academic tasks will increase, as measured by observation and participation.
- **By June 2027**, maintaining or improving existing high levels of students reported feelings of welcome, safety, and belonging.

Strategies:

1. Integrate Social-Emotional Learning (SEL) with Academic Instruction:

- **Self-Regulation Strategies:** Equip students with strategies for managing frustration and persevering through challenging academic tasks (e.g., Zones of Regulation, Mindfulness, Superflex).
- **Collaborative Learning:** Design more opportunities for cooperative learning and peer support in reading and math, leveraging the strong sense of belonging.
- Continue to teach and model the social problem solving WITS program.
- Continue to use our new STAR behavior Matrix.
- Continue to offer Lunch options for students who need support and modeling for positive prosocial behavior.
- Continue to offer Culture Club and Indigenous learning opportunities for our Indigenous students.
- Continue Lunch Clubs (Ex: Intramurals, Crafts and Connections, Language Lunches, Leadership) these provide a safe and structured opportunity for students to feel connected and involved in their school.

2. Capitalize on Diverse Learner Success:

- **Share Best Practices:** Provide opportunities where teachers can share successful strategies and interventions from the new program that have improved the experience and academics of neuro-diverse learners (e.g., staff meetings, Professional Development days)
- **Expand Inclusive Practices:** Adapt and extend successful strategies from the Academic Intervention Program to support all learners, particularly in literacy and numeracy (e.g., differentiated instruction, Universal Design Learning, multi-sensory approaches, differentiated materials, explicit instruction).
- **Targeted Professional Development:** Provide ongoing professional development inclusive teaching practices that benefit diverse learners, including those with learning disabilities and ELLs.

3. Three Tier Attendance Management Program

- Tier 1: Whole school supports which promotes positive conditions for learning (e.g., weekly attendance challenges and celebrating attendance improvements)
- Tier 2: Targeted support for students who are away 2-5 days per month (contacting home personally, contacts to home by school administrators).
- Tier 3: Targeted supports that leverages community and districts supports (e.g., School and Family Consultants, Learning Assistance Teachers, Indigenous Outreach workers) through home contact and school-based team meetings.

4. Enhance Parent and Community Engagement:

- **Positive Communication:** Maintain consistent and positive communication with families about student progress and school initiatives.
- **Volunteer Program:** Encourage parents and community members to volunteer in classrooms, particularly to support academic learning.
- **School-Wide Events:** Continue to host events that foster community and connection, inviting families to participate in academic and community celebrations (Ex: School BBQ, Thank You Tea).
- **Feedback Mechanisms:** Create accessible avenues for parents and students to provide feedback on the school environment and learning programs (surveys, PAC meetings, and community events).

Measures of Success:

- Number of families who participate at school events.

- Observation of classroom practices (e.g., teachers incorporating SEL, students demonstrating perseverance).
- Level of involvement of students.

Key Steps to Professional Learning & Resource Allocation for Literacy:

- **Dedicated Professional Development:** Prioritize professional development for staff in evidence based literacy instruction, including differentiated instruction, Universal Design for Learning, instruction for ELLs, and effective use of assessment data using District experts.
- **Resource Alignment:** Allocate school budget and district resources to acquire high quality, research based instructional materials, digital tools, and intervention programs for reading and mathematics.
- **Collaborative Planning Time:** Schedule dedicated time for grade level teams to collaborate on lesson planning, analyze student data, and refine instructional strategies and resources. This includes collaborating with the district ELL teacher to improve access to lessons for those students who are learning to speak, read, and write in English.
- **Leverage Diverse Expertise:** Ensure the expertise gained from the successful diverse intervention program is shared and integrated into broader school practices.
- **Focus on Differentiated and Universal Learning:** Using District professionals, staff meetings and collaboration time to focus on implementing differentiated instruction and universal design for learning into lessons.

Monitoring and Evaluation:

This learning plan will be a living document, regularly reviewed and adjusted.

- **Monthly Meetings:** The school leadership team will review progress on objectives, analyze data, and make necessary adjustments to strategies.
- **Staff Meetings:** Dedicated time will be allocated during staff meetings for collaborative data analysis, sharing of best practices, and problem solving related to the plan's goals.
- **Annual Review:** A comprehensive annual review will assess overall progress towards the goals, involving staff, district staff, and parents. This review will inform planning for the subsequent school year.
- **Student and Family Feedback:** Ongoing informal and formal feedback from our parent community will be used to gauge student and family perceptions of learning progress and the effectiveness of strategies.

By focusing on these strategic areas and highlighting Beattie Elementary's strong foundation in school climate, we are confident that we can significantly improve student outcomes in literacy, ensuring every child thrives academically and personally within our welcoming and supportive community. When staff take the time to deeply know their learners, they build the trust and tailored support students need to feel safe, take academic risks, and reach their full potential.

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- What are the most significant barriers and supports that our students experience in accessing a quality education in our school, and how can we better understand and address their unique needs?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Our Diverse learners. We are prioritizing our students who are significantly below grade level.

State one or two actions taken by staff to understand these learners' school experience:

- Beattie is so proud to see the incredible progress within our new Inclusive Education Intervention Program. We've created a personalized and intensive learning environment specifically designed for our lowest-performing students, who initially arrived with significant gaps in foundational knowledge, such as not knowing the days of the week, months of the year, or even counting past four. Through dedicated, intensive support from our Learning Assistance Teacher and two Certified Educational Assistants, these students have soared in so many ways! They now confidently know the days of the week, months of the year, holidays, birthdays, and all letters of the alphabet. Their literacy skills have advanced to include blending sounds and recognizing CVC sight words, while their numeracy has risen rapidly; they can now count to 100 and skip count by fives and tens to 100. Beyond academics, our students have also cultivated vital social-emotional and cooperative skills. Not only have our students improved essential lagging skills, but they are happy, connected, and thriving at school.

- This diversified support structure not only enables this targeted intervention but has also expanded our capacity to provide valuable academic assistance to every classroom, fostering a more inclusive and supportive learning community for all.

Share how you have used, or plan to use, this information to create positive change:

- We've actively used our understanding of effective inclusive practices to create positive change at Beattie Elementary. By strategically shifting our support model and prioritizing our most vulnerable learners with intensive, personalized intervention, we've not only witnessed incredible growth in their foundational skills but also created capacity to extend support across the entire school. Our certified education assistants (CEAs), now distributed more diversely, are providing invaluable academic assistance in various classrooms. This shift has powerfully underscored the importance of universal and differentiated instruction and frequent, purposeful assessment for all learners. Our Learning Assistance Teacher's daily connections with classroom teachers further strengthen this collaborative approach. For a school that has historically performed below district and provincial averages in literacy and numeracy, we're now consistently and adequately targeting students in these critical areas. The success of this program has been so impactful that many other elementary schools have visited Beattie to learn about our organization and structure, demonstrating the far-reaching positive change this information has enabled.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL STRATEGIES: Beattie has many international, Indigenous and Diverse students and we will continue to acknowledge and celebrate diversity in our school (e.g., multicultural events, multi-languages on signs, Pride poster).

Evidence and Next Steps

- Create a professional learning plan that focuses on teacher professional learning focusing on diversity, cultural humility and safety, and inclusive practices.
- Participate in district initiatives including; Orange Shirt Day, Pink Shirt Day, Pride Week, Diversity Month and Day of Suwentwecw.
- Continue with our annual Multicultural Open House (Families participate in activities that help them celebrate where they are from)
- Multicultural Day (Individual Classrooms)
- Culture Club (2025-20256)
- Continue Languages Lunches

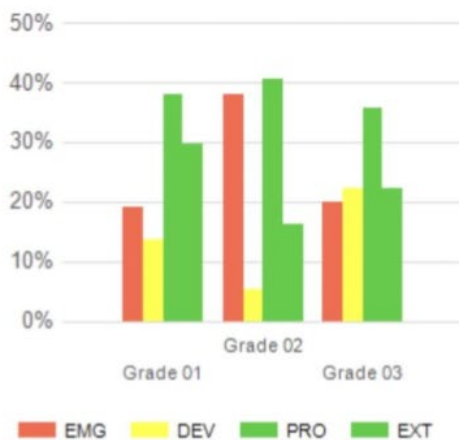
DATA APPENDIX

LITERACY DATA

PRA- Primary Reading Assessment

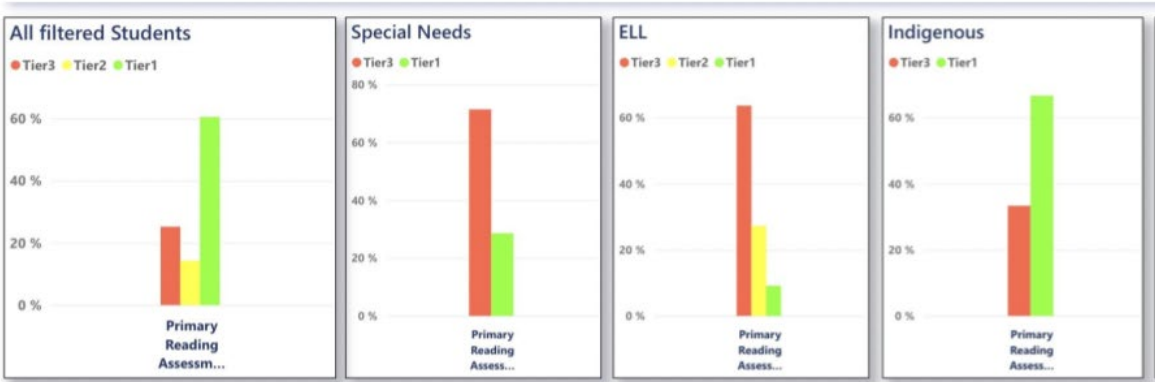
Primary Reading Assessment - PRA Spring (Post)

DRA Level



Performance	Grade 01		Grade 02		Grade 03	
EMG	<u>7</u>	18.92%	<u>14</u>	37.84%	<u>9</u>	20.00%
DEV	<u>5</u>	13.51%	<u>2</u>	5.41%	<u>10</u>	22.22%
PRO	<u>14</u>	37.84%	<u>15</u>	40.54%	<u>16</u>	35.56%
EXT	<u>11</u>	29.73%	<u>6</u>	16.22%	<u>10</u>	22.22%

PRA - Filtered



NRFA



FSA LITERACY

Grade 4 FSA Literacy

Literacy Foundation Skill Assessment Grade 4							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
Beattie All	96%	91%	85%	51%		76%	-20%
Beattie Indigenous	75%	80%	67%	0%		49%	-40%
Beattie Non-Indigenous	100%	94%	89%	56%		80%	-19%
Beattie Diverse	100%	75%	50%			63%	-38%
Beattie Non Diverse	96%	94%	89%	51%		78%	-21%
SD73 All	74%	75%	72%	64%		70%	-6%
SD73 Indigenous	60%	60%	66%	53%		60%	-4%
SD73 Diverse	54%	56%	60%	53%		56%	-2%
Province ALL	75%	74%	72%	63%		70%	-6%
Province Indigenous	60%	59%	58%	47%		55%	-6%
Province Diverse	59%	59%	59%	51%		56%	-4%

Percentage of Students Proficient and Extending

Grade 7 Literacy

Literacy Foundation Skill Assessment Grade 7							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
Beattie All	79%	86%	73%	79%		79%	-3%
Beattie Indigenous	88%	100%	55%	33%		63%	-33%
Beattie Non-Indigenous	76%	82%	80%	83%		82%	1%
Beattie Diverse	86%	75%	20%	50%		48%	-13%
Beattie Non Diverse	77%	88%	81%	83%		84%	-3%
SD73 All	73%	69%	73%	70%		71%	1%
SD73 Indigenous	63%	60%	65%	53%		59%	-4%
SD73 Diverse	52%	45%	51%	47%		48%	1%
Province ALL	74%	68%	71%	67%		69%	-1%
Province Indigenous	47%	38%	55%	49%		47%	6%
Province Diverse	57%	54%	51%	48%		51%	-3%

Percentage of Students Proficient and Extending