



# Beattie Elementary School Annual School Learning Plan 2025- 2026

JUNE 25, 2025 - PLEASE READ THIS VERSION

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## School Mission



To cultivate a rich, equitable, and engaging learning environment that leverages our strengths in fostering a positive school climate, provides targeted, evidence-based instruction in reading and mathematics, and champions the unique needs of all learners, especially our Indigenous students, English Language Learners (ELL) and neuro-diverse students. Through innovative and engaging experiences, we equip students with the foundational knowledge and skills necessary for seamless transitions to secondary school and for lifelong success in an ever-evolving 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

Aboriginal 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 9<sup>th</sup> 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

Beattie is fairly high on the vulnerability index. However, with moving to the new site, a rejuvenation and influx of new families has had a positive effect on our overall profile. Stuart Wood enrolled 183 students at the end of June 2016, while the new Beattie Elementary site now boasts 368 students. We have a greater number of families who are long term residents of our catchment area and we also have a very dynamic group of international students who are new to our country and come from families who are happy to be in Canada studying at our university. These students also come from families who value education and have more time to become more involved in the school experience of their children.

### School Configuration

- 368 Students K-7
- 98 students participating in our Strong Start Centre
- 35 Teaching & Support Staff
- 42 Indigenous Students
- 31 Special Needs
- 146 International Students

### Learning Partner Engagement

We continue to implement the Ministry Curriculum, focusing on the five priorities of our 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 and Math

### 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.

**DISTRICT OUTCOME:** Students will meet or exceed numeracy expectations for each level.

### SCHOOL RESULTS ANALYSIS:

See Data Appendix Below

### SCHOOL GOAL 1: Significantly Improve Reading Comprehension and Fluency for All Students

#### AREAS TO CELEBRATE:

- Grade 7 Literacy FSA showed a 30% improvement for our neuro-diverse learners.
- By Grade 3, 58% of students this year were proficient or extended in their reading.
- We have provided uninterrupted, Tier 3 intervention since January.

- We have provided uninterrupted English Language Learner intervention since late October, and our District Language teacher noted that this is the greatest improvement she has seen on year-end assessments in many years.

**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 40% 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 neuro-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 2026**, increase the percentage of students meeting or exceeding grade-level expectations in reading comprehension.
- **By June 2026**, increase the average reading fluency scores across primary grades.
- **By June 2026**, reduce the gap in reading proficiency between ELL students and non-ELL students.

**STRATEGIES:**

1. **Implement a Tiered Literacy Intervention Model (Response to Intervention - RTI):**
  - **Tier 1 (Universal Instruction):** Implement explicit, systematic phonics and phonemic awareness instruction across all primary grades. Integrate evidence-based reading comprehension strategies (e.g., reciprocal teaching, visualizing, questioning) consistently in all classrooms.

- **Tier 2 (Targeted Support):** Provide small-group instruction for students identified with reading difficulties, focusing on specific skill deficits (e.g., decoding, vocabulary, fluency). Utilize structured literacy approaches.
- **Tier 3 (Intensive Intervention):** Deliver individualized or very small-group intensive interventions for students with significant reading challenges, leveraging specialized resources and expertise.
- **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. Increase data collection to every six weeks.

## 2. Enhance Support for English Language Learners (ELLs):

- **Sheltered Instruction:** Provide professional development for all teachers on sheltered content instruction strategies to make academic content more accessible for ELLs (e.g., explicit vocabulary instruction, graphic organizers, sentence stems, use of visuals, translanguaging, and scaffolded materials).
- **ELL Specialist Support:** Increase collaboration between District English Language Teacher (Meghan Simpson) and classroom teachers to co-plan and co-teach, ensuring integrated language and content development. This push in support model for teachers with Meghan Simpson will occur once per week in six-week cycles. 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, AMIRA)

## 3. Foster a Culture of Reading:

- **School-Wide Reading Initiatives:** Implement school-wide "Drop Everything and Read" (DEAR) time. Organize reading challenges, book clubs, and author visits.

- **Diverse Books:** Feature books in classrooms and our school library with a wide range of diverse and culturally relevant books that reflect Beattie's student population.
- **Family Literacy Nights:** Host regular events to engage families in reading at home, providing resources and strategies.
- **Reading Buddies:** Implement peer-to-peer reading programs (e.g., older students reading with younger students).
- **Continue: One-to-One Reading Program:** Community volunteers provide reading support with developing and emergent readers.

#### **4. Engage Teachers in Collaborative Professional Development:**

To enhance teacher pedagogy in reading instruction, ensuring all educators are equipped with evidence-based strategies and a deep understanding of reading science, thereby fostering a literate and engaged student body.

##### **A. Professional Development Focused on Reading Science:**

**Strategy:** Implement ongoing, job-embedded professional development (PD) sessions that delve into the foundational pillars of reading science: phonological awareness, phonics, fluency, vocabulary, and comprehension.

##### ● **Action Steps:**

- **Workshops:** Conduct regular workshops led by reading specialists such as the District Literacy Coordinator or District Literacy teacher on specific components of reading (e.g., explicit phonics instruction, reciprocal teaching for comprehension).
- **Data-Driven Professional Development:** Use student reading assessment data to identify areas of need and tailor professional development content accordingly.

##### **B. Coaching and Collaborative Learning:**

**Strategy:** Establish a coaching model that provides individualized support and opportunities for teachers to collaborate and learn from each other.

##### ● **Action Steps:**

- **Instructional Coaches:** Assign dedicated coaches to work directly with teachers, offering modeling, co-teaching, observation, and constructive feedback.
- **Lesson Study:** Implement lesson study cycles where groups of teachers collaboratively plan, teach, observe, and refine reading lessons.
- **Mentorship Programs:** Pair experienced reading teachers with novice educators to provide guidance and support.

### **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.
  - **Technology Integration:** Provide training and resources for effectively integrating technology (e.g., AMIRA, reading apps) into reading instruction.
  - **Diverse Texts:** Emphasize the importance of providing a wide range of culturally relevant and diverse texts to engage all learners.

### **D. Assessment and Data-Driven Instruction:**

**Strategy:** Equip teachers with the knowledge and tools to effectively assess student reading progress and use data to inform their instructional decisions.

- **Action Steps:**
  - **Assessment Training:** Provide training/review on various reading assessments (e.g., phonics screeners, fluency, and comprehension checks) and how to interpret the results.
  - **Data Analysis Workshops:** Conduct workshops on analyzing student reading data to identify patterns, strengths, and areas for intervention.
  - **Differentiated Instruction:** Support teachers in using assessment data to differentiate reading instruction to meet the diverse needs of learners.
  - **Progress Monitoring:** Implement systems for ongoing progress monitoring every six weeks to track student growth and adjust instruction as needed.

### **Measures of Success:**

- Reading benchmark assessment data (e.g., PRA assessments, NFRA, Classroom Assessments).
- Teacher anecdotal records and observations.
- Student reading portfolios.
- Library circulation statistics.

- Student and parent surveys on reading engagement nights.

**Goal 2: Beattie Elementary students will improve their foundational skills in their number sense proficiency skills.**

**AREAS TO CELEBRATE:**

- Our Grade 7 Foundational Skills Assessment (FSA) Numeracy results for all students are 13% above District and Provincial data over a three year period.
- Our Grade 7 FSA Numeracy assessment data for all students has not diminished since 2023.
- Our Grade 7 non-Indigenous learners improved results by 22% since 2023

**RATIONALE:** Similar to reading, Beattie is underperforming in many areas of math. Strong mathematical foundations are essential for future academic and life success.

**AREAS TO GROW:**

- Our Grade 4 Indigenous students in both Grade 4 and 7 underperform the District and the province by 30%
- Our Grade 4 Diverse Learners results have dropped by 50% since 2023
- Our overall Grade 4 students numeracy assessment has dropped 9% since 2023.
- Our Grade 7 Diverse Learners results have dropped by 30% since 2023

**OBJECTIVES:**

- **By June 2026**, the percentage of students meeting or exceeding grade-level expectations in mathematics will increase.
- **By June 2026**, improve students' ability to apply mathematical concepts to solve real-world problems.
- **By June 2026**, Indigenous students in grades 1-3 will improve their number sense by.
- **By June 2026**, Neuro-Diverse students will improve their number sense and problem solving skills.

**SCHOOL STRATEGIES:**

1. **Implement a Conceptual Understanding Approach to Math:**

- **Hands-on Learning:** Emphasize the use of manipulatives, visual models, and concrete examples to develop deep conceptual understanding before moving to abstract concepts.
- **Problem-Solving Focus:** Integrate weekly problem-solving activities that require students to apply critical thinking and different strategies. Encourage multiple solution pathways. This will be run as a whole school challenge whereby students will try and solve questions specific to their grade range.
- **Mathematical Conversations:** Promote classroom discussions where students explain their thinking, justify their solutions, and critique the reasoning of others.
- **Number Sense Development:** Prioritize the development of strong number sense in early grades through engaging activities and games. Working with the District Numeracy Coordinator and District Numeracy teacher to enhance professional development and align teaching resources.

## 2. Targeted Math Intervention and Enrichment:

- **Diagnostic Assessments:** Utilize diagnostic math assessments to pinpoint specific areas of difficulty for individual students (e.g., Number Sense Assessment, District Numeracy Assessment). Next, we will plan lessons to support students needing further instruction in those areas.
- **Small-Group Instruction:** Provide targeted small-group interventions for students struggling with specific math concepts, using differentiated strategies.
- **Tutoring and Extra Support** - Provide lunchtime and after school tutoring. This will be offered to students for those needing support or to enrich their opportunities in math.
- **Enrichment Opportunities:** Offer opportunities for advanced learners to engage in more complex mathematical challenges and projects.
- **Making Math Visible:** Mathematics should be visible and connected to student learning across the curriculum. We will highlight concepts from Marion Small's *Building and Sustaining Math Success*, district recommended resources from the District Math Coordinator, Jo Boaler's work, and Peter Liljedhal's *Building Thinking Classrooms*.

## 3. Utilize Technology to Support Math Learning:

- **Adaptive Math Programs:** Implement adaptive online math programs that provide personalized instruction and practice at each student's level.

#### 4. Connect Math to Real-World Applications:

- **Cross-Curricular Projects:** Integrate math concepts into science, social studies, and other subjects through project-based learning.
- **Community Math:** Look for opportunities to connect math to local community contexts in Kamloops (e.g., calculating distances, budgeting for school events).

#### 5. Professional Development

Our goal for next year is to begin to improve teacher pedagogy in mathematics instruction, ensuring all educators possess a deep conceptual understanding of mathematical content and are proficient in implementing evidence-based, student-centered strategies, thereby empowering students to become confident, resilient, and insightful mathematical thinkers and problem-solvers.

##### Strategies for Improvement:

##### A. Professional Development Focused on Conceptual Understanding and Problem-Solving:

**Strategy:** Implement targeted professional development (PD) that moves beyond procedural knowledge, focusing on the "why" and "how" of mathematical concepts, and equipping teachers with strategies to foster deep conceptual understanding and problem-solving skills.

##### Action Steps:

- **Concept-Specific Workshops:** Conduct workshops on key mathematical domains (e.g., number sense, algebraic thinking, geometric reasoning) emphasizing conceptual models, multiple representations, and connections between topics.
- **Problem-Solving Pedagogy:** Provide PD on effective strategies for teaching problem-solving, including guiding students through productive struggle, facilitating rich discussions, and encouraging multiple solution pathways.
- **Manipulatives and Visual Models:** Train teachers on the effective and purposeful use of concrete manipulatives, visual models, and diagrams to build understanding across grade levels.
- **"Low Floor, High Ceiling" Tasks:** Introduce teachers to designing and implementing tasks that are accessible to all learners while offering opportunities for advanced thinking and exploration.

##### B. Coaching and Collaborative Learning:

**Strategy:** Establish a system of instructional coaching and collaborative learning opportunities to provide ongoing support, feedback, and shared expertise among mathematics educators.

**Action Steps:**

- Mathematics Instructional Coaches: Identify dedicated, in house, math coaches to work directly with teachers, offering modeling of lessons, co-teaching, and reflective feedback sessions.
- Lesson Study Cycles: Implement collaborative lesson study cycles where groups of teachers collectively plan, teach, observe, and refine specific mathematics lessons based on student learning.
- Professional Learning Communities (PLCs): Use PLCs for teachers to analyze student work, discuss common misconceptions, and develop targeted instructional responses.

**C. Curriculum Alignment and Resource Provision:**

**Strategy:** Ensure that mathematics curriculum materials are coherent, aligned with standards and research-based practices, and that teachers have access to high-quality, diverse, and appropriate resources.

**Action Steps:**

- Incorporate the scope and sequence of number sense strategies into primary classrooms.
- Curriculum Review and Coherence: Conduct a thorough review of the existing math curriculum to ensure vertical alignment across grade levels and horizontal alignment with learning standards.
- High-Quality Resources: Audit and acquire research-based mathematics resources, including digital tools, rich performance tasks, engaging activities, and a variety of manipulatives.
- Differentiated Materials: Ensure teachers have access to resources that support differentiation, allowing them to meet the needs of diverse learners, including those requiring intervention and those needing enrichment.
- Provide learning opportunities for all that are reflective of The First Peoples Principles of Learning and Aboriginal Perspective

**D. Assessment for Learning in Mathematics:**

**Strategy:** Empower teachers with the skills and tools to effectively assess student mathematical understanding formatively and summatively, using data to inform and differentiate instruction.

### **Action Steps:**

- Formative Assessment Strategies: Train teachers on a variety of formative assessment techniques specific to mathematics (e.g., exit tickets, student interviews, concept checks, observation of student discourse).
- Analyzing Student Work and Misconceptions: Conduct workshops on analyzing student mathematical work, identifying common errors, and understanding underlying misconceptions to inform re-teaching and intervention.
- Data-Driven Differentiation: Support teachers in using assessment data to differentiate instruction, provide targeted feedback, and create individualized learning paths for students.
- Emphasis on Explanations: Encourage and train teachers to assess not just correct answers, but also students' mathematical reasoning, communication, and problem-solving processes.

### **E. Fostering a Growth Mindset and Positive Math Culture:**

**Strategy:** Cultivate a school-wide environment that promotes a growth mindset towards mathematics and celebrates effort, perseverance, and mathematical thinking.

### **Action Steps:**

- **Growth Mindset Training:** Provide professional development on the principles of growth mindset and practical strategies for fostering it in the mathematics classroom.
- **Celebrating Mathematical Thinking:** Implement initiatives that celebrate mathematical effort, perseverance, and creative problem-solving, rather than just speed or correctness (e.g., monthly celebrations for weekly math participants)
- **Family Engagement in Math:** Develop programs and resources to engage families in supporting mathematical learning at home, demystifying math, and building positive attitudes towards the subject (e.g., family math night, parent engagement sessions, prioritize math in weekly updates)

### **Measures of Success:**

- District common math assessments (FSA, NSA and DNA).
- Classroom formative assessments (quizzes, exit tickets, observations, formative assessment).
- Student math tasks showcasing problem-solving abilities.
- Student surveys on math attitudes and confidence.
- Teacher anecdotal records on student engagement and participation.

# Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

## 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:** Beattie's existing positive school climate (welcome, safe, belonging) is a significant asset. This strength can be intentionally highlighted to create an optimal environment for academic risk-taking and growth, particularly for students who are underperforming in literacy and math.

### 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 in 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 25% 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.

## **Objectives:**

- **By June 2026**, integrate social-emotional learning (SEL) strategies into literacy and numeracy instruction to foster perseverance and a growth mindset.
- **By June 2026**, student engagement in academic tasks will increase, as measured by observation and participation.
- **By June 2026**, 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:**

- **Growth Mindset:** Explicitly teach and reinforce growth mindset principles (e.g., "mistakes help us learn," "effort leads to improvement") in all subjects, especially reading and math.
- **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 improve outcomes on the DEWRS and Student Satisfaction Survey.
- Continue to teach and model the social problem-solving WITS program.
- Continue to use our new STAR behavior Matrix.
- Continue to offer Lunch Bunch 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 Bunch Group: this provides a safe space neuro-diverse students to practice social strategies.

## 2. **Capitalize on Neuro-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 on 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 reading and math activities.
- **School-Wide Events:** Continue to host events that foster community and connection, inviting families to participate in academic celebrations (e.g., Math & Literacy Night, 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, Parent Engagement Nights).

## **Measures of Success:**

- Student and staff surveys on school climate and engagement.
- Observation of classroom practices (e.g., teachers incorporating SEL, students demonstrating perseverance).
- Reduction in academic anxiety or frustration reported by students.
- Parent participation rates in school events and volunteer programs.

## **Key Steps to Professional Learning & Resource Allocation for Literacy and Math:**

- **Dedicated Professional Development:** Prioritize PD for staff in evidence-based literacy and numeracy instruction, including differentiated instruction, sheltered instruction for ELLs, and effective use of assessment data using District experts.
- **Literacy and Numeracy Coaches:** Assign dedicated literacy and numeracy coaches within the school to provide ongoing support, modeling, and feedback to teachers.
- **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 and Literacy and Numeracy coaches to collaborate on lesson planning, analyze student data, and refine instructional strategies. 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 Neuro-Diverse Expertise:** Ensure the expertise gained from the successful neuro-diverse intervention program is shared and integrated into broader school practices.
- **Focus on Differentiated and Universal Learning:** Using District professionals, staff meeting 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 Leadership Team Meetings:** The school leadership team and coaching mentors 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 mission, involving 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 reading and mathematics, ensuring every child thrives academically and personally within our welcoming and supportive community.

### **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 Neuro-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 has been 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 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 five 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 a number of international, Indigenous and Neuro Diverse students and we will continue to acknowledge and celebrate diversity in our school (e.g., multicultural events, multi-languages on signs, Pride poster).

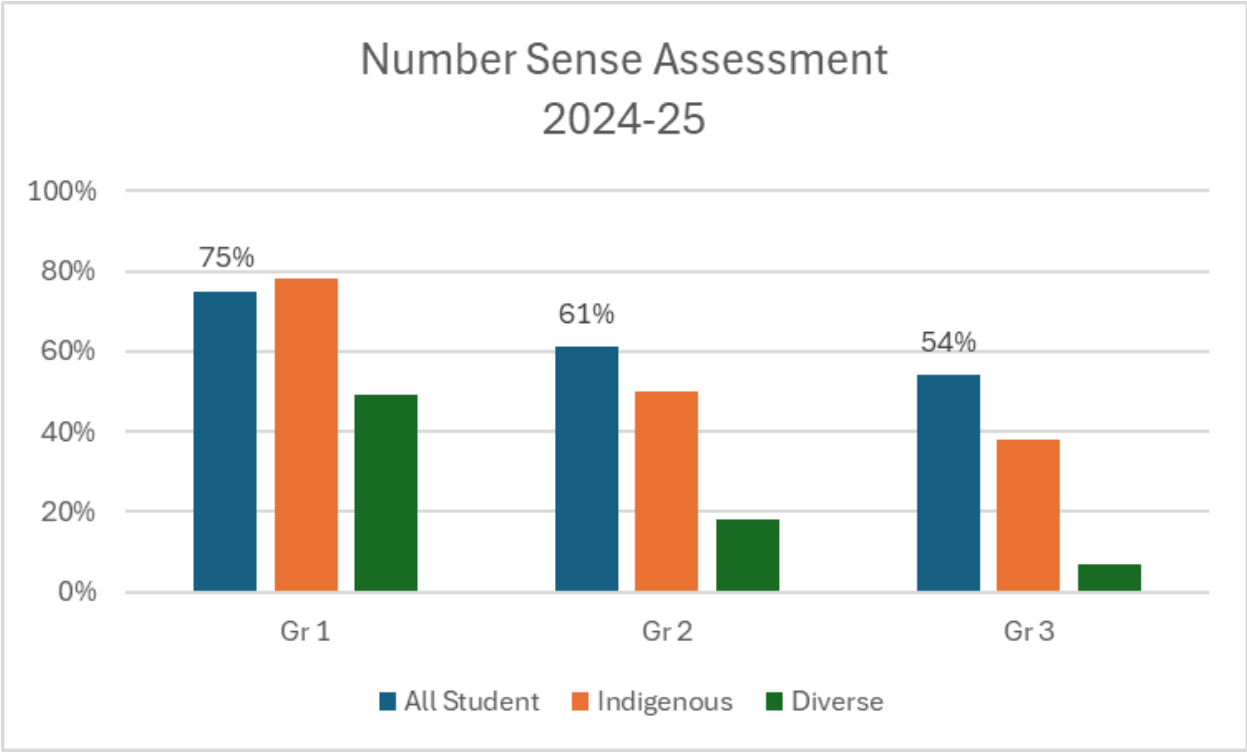
### Evidence and Next Steps

- 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 enhancements through elders, special guests, and our potluck dinner.
- Culture Club (2025-20256)
- Continue Languages Lunches

## **DATA APPENDIX**

### **Math and Numeracy**

*Number Sense Assessment*



**Grade 4 FSA Numeracy Results**

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Beattie All	33%	78%	68%	59%	54%	60%	-7%
Beattie Indigenous	17%	75%	60%	17%	0%	26%	-30%
Beattie Non-Indigenous	37%	78%	71%	66%	59%	65%	-6%
Beattie Diverse	50%	100%	75%	25%		50%	-38%
Beattie Non Diverse	33%	77%	67%	62%	54%	61%	-6%
SD73 All	72%	64%	63%	60%	66%	63%	2%
SD73 Indigenous	67%	46%	46%	48%	51%	48%	3%
SD73 Diverse	61%	39%	34%	45%	54%	44%	10%
Province ALL	72%	66%	63%	63%	65%	64%	1%
Province Indigenous	56%	45%	43%	45%	48%	45%	3%
Province Diverse	60%	52%	47%	52%	52%	50%	3%

*Percentage of Students Proficient and Extending*

## Grade 7 FSA Numeracy Data

Numeracy Foundation Skill Assessment Grade 7							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Beattie All	79%	58%	46%	46%	72%	55%	13%
Beattie Indigenous	60%	50%	56%	27%	33%	39%	-11%
Beattie Non-Indigenous	82%	60%	43%	53%	75%	57%	16%
Beattie Diverse	71%	29%	50%	20%	25%	32%	-13%
Beattie Non Diverse	81%	65%	45%	50%	77%	57%	16%
SD73 All	72%	57%	58%	54%	61%	58%	2%
SD73 Indigenous	57%	42%	46%	41%	41%	43%	-3%
SD73 Diverse	48%	31%	29%	34%	32%	32%	2%
Province ALL	65%	65%	57%	56%	59%	57%	1%
Province Indigenous	46%	40%	36%	36%	34%	35%	-1%
Province Diverse	29%	45%	40%	38%	39%	39%	-1%

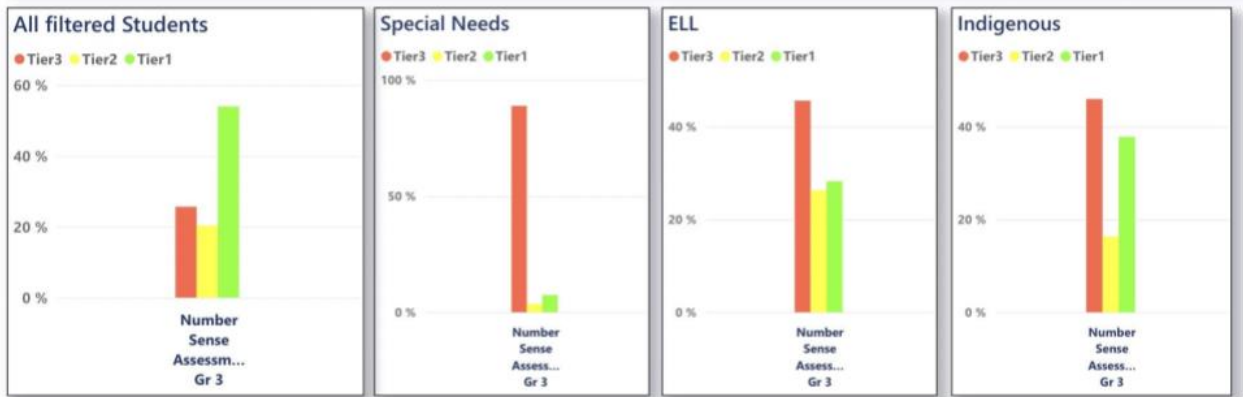
Percentage of Students Proficient and Extending

## DISTRICT NUMERACY ASSESSMENT(DNA)

All Students in Grades 3-7



# NSA





## LITERACY DATA

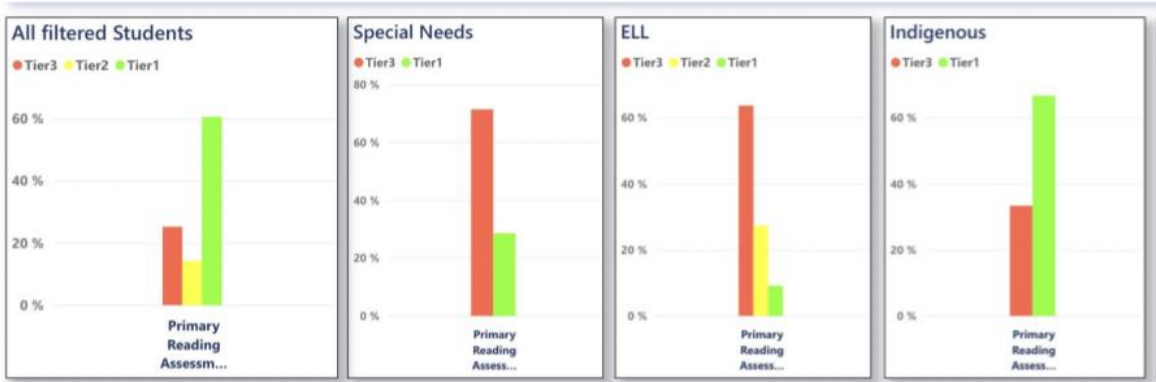
### PRA- Primary Reading Assessment

#### Primary Reading Assessment - PRA Spring (Post)



Performance	Grade 01		Grade 02		Grade 03	
	Count	Percentage	Count	Percentage	Count	Percentage
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

**BEATTIE ELEMENTARY: DEWRS DATA 2024**

Question	Beattie	Canada	Difference
Students with a positive sense of belonging	58%	70%	-12%
Students that value schooling outcomes	74%	89%	-15%
Students who are interested and motivated	57%	74%	-17%
Effort: Students who try hard in their learning	79%	86%	-7%
Students feel challenged - Work was too easy or too difficult.	56%	55%	-3%

**STUDENT LEARNING SURVEY**

Student Learning Survey Feel Welcome							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Beattie All	70%	68%	63%	58%	74%	65%	6%
Beattie Indigenous	69%	67%	46%	48%	63%	52%	9%
Beattie Non-Indigenous	70%	68%	67%	59%	76%	67%	5%
Beattie Diverse	75%	69%	44%	61%	55%	53%	6%
Beattie Non Diverse	69%	67%	66%	57%	76%	66%	5%
SD73 All	67%	65%	66%	68%	69%	68%	2%
SD73 Indigenous	62%	58%	61%	62%	63%	62%	1%
SD73 Diverse	55%	63%	66%	59%	64%	63%	-1%
Province ALL	68%	67%	65%	72%	71%	69%	3%
Province Indigenous	60%	61%	64%	64%	64%	64%	0%
Province Diverse	60%	62%	65%	65%	65%	65%	0%

Student Learning Survey Feel Welcome						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Beattie Gr 4	81%	63%	56%	87%	69%	12%
Beattie Gr 4 Indigenous	88%	75%	25%	83%	61%	4%
Beattie Gr 4 Diverse	67%	50%	50%	80%	60%	15%
SD73 Gr 4	77%	73%	76%	75%	75%	1%
SD73 Gr 4 Indigenous	81%	66%	71%	68%	68%	1%
Sd73 Gr 4 Diverse	67%	62%	66%	73%	67%	6%
Grade 7	2020-21	2021-22	2022-23	2023-24		
Beattie Gr 7	55%	63%	59%	59%	60%	-2%
Beattie Gr 7 Indigenous	33%	33%	70%	54%	52%	11%
Beattie Gr 7 Diverse	70%	43%	71%	33%	49%	-5%
SD73 Gr 7	61%	69%	69%	65%	68%	-2%
SD73 Gr 7 Indigenous	54%	58%	62%	58%	59%	0%
Sd73 Gr 7 Diverse	61%	65%	63%	60%	63%	-3%

Student Learning Survey School Belong							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Beattie All	55%	50%	47%	46%	59%	51%	6%
Beattie Indigenous	38%	44%	38%	33%	42%	38%	2%
Beattie Non-Indigenous	60%	51%	50%	49*%	63%	57%	#VALUE!
Beattie Diverse	58%	54%	33%	46%	64%	48%	16%
Beattie Non Diverse	54%	49%	50%	46%	58%	51%	4%
SD73 All	53%	54%	53%	57%	56%	55%	2%
SD73 Indigenous	46%	49%	46%	53%	52%	50%	3%
SD73 Diverse	46%	47%	48%	50%	48%	49%	0%
Province ALL	65%	64%	56%	56%	57%	56%	0%
Province Indigenous	57%	56%	47%	47%	49%	48%	1%
Province Diverse	57%	58%	47%	49%	50%	49%	2%

Student Learning Survey Feel Safe							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Beattie All	79%	64%	70%	67%	73%	70%	2%
SD73 All	71%	71%	74%	75%	76%	75%	1%
Province ALL	73%	74%	78%	77%	77%	77%	-1%

Student Learning Survey Feel Safe						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Beattie Gr 4	69%	67%	72%	84%	74%	9%
SD73 Gr 4	80%	74%	79%	78%	77%	2%
Province Gr 4	80%	79%	78%	79%	79%	0%

Grade 7	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Beattie Gr 7	61%	72%	63%	60%	65%	-6%
SD73 Gr 7	66%	73%	74%	71%	73%	-1%
Province Gr 7	71%	76%	75%	76%	76%	0%