Bert Edwards Science and Technology School

Annual School Learning Plan 2025-2026

September 2026

711 Windsor Drive
Principal: Kim Edstrom
Vice Principal: Barb Primus

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

Our school partners withTk'emlúps te Secwépemc through our Local Education Agreement link and the Aboriginal Education Enhancement Agreement link.

CONTEXT

In 2007 School District No. 73 (Kamloops-Thompson) created the first science and technology based school in British Columbia at Bert Edwards Elementary School (BEST). For the 2007-2008 school year, the student population showed an increase of over 80 students from the previous year, and currently BEST consistently enrols approximately 275 students in thirteen classrooms. Bert Edwards Science & Technology School teachers use the Inquiry Method to enhance the learning of students throughout the curriculum, and students are immersed in large, meaningful and broad teaching questions, or “inquiries” that help connect students to their passions and interests. Teachers also prioritize outdoor, STEAM and technology education. BEST does operate with an integrated curriculum, fulfilling all the requirements of the redesigned BC Curriculum for grades K through 7.

BEST has 34 students with Competency Based Individualised Education Plans. Students receive support through five Certified Education Assistants and our Learning Assistance Resource Teachers who work collaboratively to provide the most appropriate learning supports possible.

Our School Profile:

- 275 students (13 divisions)
- 18 teachers
- 1.5 Learning Assistance Teachers
- 1 Flex Teacher (0.5 FTE)
- 1 Teacher-Librarian
- 2 Administrators
- 6 Certified Education Assistants
- 2 Custodians
- 33 students with special learning needs (ministry categories)
- 61 Indigenous students
- 7 ELL learners
- 1 Administrative Assistant

Community Partnerships

At BEST students are connected to the larger scientific community through mentorship opportunities and partnerships with the Big Little Science Centre, the McQueen Lake Environmental Education Centre, Kamloops Art Gallery, Indigenous Friendship Centre and Thompson Rivers University. Additionally, organizations such as Ducks Unlimited, City of Kamloops, BC Wildlife Park, and key community spaces such as natural areas, parkland, grasslands and outlying regions are utilized to assist in educational opportunities. The school collaborates with local Indigenous communities with the intent of integrating authentic indigenous content into the curriculum and honouring the First Peoples’ Principles of learning and Indigenous worldviews and perspectives.

Learning Goal

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 literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: Our school will focus on the development of literacy skill, as our data indicates that we have further growth to make in this area to better align ourselves with district results. We know that improved reading and writing skills will help students to develop strong literacy skills overall. Literacy results to be analyzed will include Foundational Skills Assessment, Primary Reading Assessment and the Non-Fiction Reading Assessment. This year, we are going to use the findings from our street data to guide our literacy instructional practices. More specifically, we will further examine our practices involving differentiated instruction.

Literacy Results Analysis

Foundational Skills Assessment

Each Fall, all Grade 4 and 7 students participate in completing the Foundational Skills Assessment. This assessment includes literacy and numeracy components. It is important to note that FSA scores are collected for Grade 4 and 7 students only, so the sample size for this assessment is relatively small and exclusive to cohorts of students. Each school year, the cohort being assessed is a different group of students. Therefore, it is essential that other assessments are considered when it comes to planning for literacy interventions and strategies for our School Learning Plan. FSA data indicates

that literacy skill is improving for all students including those who are neurodiverse or identify as indigenous.

FSA	Grade 4 Literacy Proficient or Extending
2021/2022	52% All Students 20% Indigenous 58% Non indigenous 100% Diverse 50% Non-Diverse
2022/2023	81% All Students 83% Indigenous 81% Non indigenous 100% Diverse 80% Non-Diverse
2023/2024	83% All Students 83% Indigenous 82% Non indigenous 100% Diverse 81% Non-Diverse
2024/2025	59% All Students 38% Indigenous 67% Non indigenous 0% Diverse 70% Non-Diverse
2025/2026	70% All Students 55% Indigenous 79% Non indigenous 58% Diverse 79% Non-Diverse

FSA	Grade 7 Literacy Proficient or Extending
2024/2025	50% All Students 50% Indigenous 87% Non indigenous 33% Diverse 87% Non-Diverse

2025/2026	71% All Students 100% Indigenous 71% Non indigenous 60% Diverse 74% Non-Diverse

Primary Reading Assessments

Students in Grades 1, 2 and 3 participate in a Primary Reading Assessment in the final term of the school year. This assessment measures the reading level that the child is performing at independently. This assessment is a district initiative that all schools in Kamloops-Thompson 73 participate in. Notable improvements in student reading levels occurred from 2021-2024. In the 2025/2026 school year, the reading levels indicate a downward trend. This is due to the academic levels within this cohort of students. Specific students in this cohort continue to receive interventions to assist in improving reading level achievement.

PRA	**Grades 1-3 Proficient or Extending**
2021/2022	52% All Students 46% Indigenous 53% Non indigenous 40% Diverse 53% Non-Diverse
2022/2023	55% All Students 46% Indigenous 58% Non indigenous 49% Diverse 58% Non-Diverse
2023/2024	64% All Students 75% Indigenous 64% Non indigenous 40% Diverse 64% Non-Diverse
2024/2025	88% All Students 85% Indigenous 89% Non indigenous 71% Diverse 91% Non-Diverse

2025/2026	62% All Students 66% Indigenous 60% Non indigenous 61% Diverse 61% Non-Diverse

Non-Fiction Reading Assessment

Each fall, students in Grades 4-7 participate in the Non-Fiction Reading Assessment. This assessment analyses student ability to determine importance of information read, extract information from text and features, understand vocabulary, make inferences about what is read and it assesses the student's reading accuracy and fluency. Our five-year trend indicates scores continue to increase in all groups, except for those with neurodiversity.

NFRA	**Grades 4-7 Proficient/Extending**
Fall 2021	38% All Students 30% Indigenous 41% Non indigenous 22% Diverse 41% Non-Diverse
Fall 2022	36% All Students 38% Indigenous 28% Non indigenous 32% Diverse 40% Non-Diverse
Fall 2023	46% All Students 38% Indigenous 46% Non indigenous 43% Diverse 46% Non-Diverse
Fall 2024	51% All Students 51% Indigenous 53% Non indigenous 37% Diverse 55% Non-Diverse
Fall 2025	46% All Students 41% Indigenous

	45% Non indigenous 36% Diverse 51% Non-Diverse

Street Data

As we strive to support the improvement of literacy skills, we have identified the need to evaluate our practices and see how they compare to student attitudes about literacy learning. To identify the best practices for literacy learning we have conducted street data collection using fishbowl dialogue (Safir & Dugan, 2021). The process that we choose to use involved two layers of street data collection. The first stage involved consulting with our teaching staff in which we asked them to identify their top literacy strategies/resources for classroom learning. This data was collected at a staff meeting in which teachers could respond anonymously to this request for information. Once we had this data in hand, we set up three cycles of fishbowl dialogues with students. At these meetings, students were asked to reflect on what strategies/resources had the most impactful for their own personal literacy learning. During these fishbowl dialogues, the principal recorded notes to capture what students identified as priorities. We then need to ensure that teachers and student priorities correlate with our school learning plan. We will consider repeating this process in the Spring of 2027.

Fish Bowl Results June 2025

Teacher Priorities	Daily 5, word work, guided reading, weekly words and writing, UFLI, modeling strategies, direct routine phonics instruction, access to technology and small group work
Student Priorities	Novel study, targeted phonics instruction, silent reading time, note taking, having a teacher to help you when needed, teacher delivery, breaking down information/chunking, opportunity to make connections when reading, listening to others read and speak, games, projects and access to technology, literature choices in library, audio books, writing prompts, word/spelling games, practice and learning to type, reading with a parent
Conclusions	Both teachers and students identify the importance of direct phonics instruction, use of technology and direct teacher contact for individual learning support. We will continue to prioritize these things in our school literacy planning. Students emphasized the need for choice in the literature they read and access. Overall, differentiated instruction is a priority for successful learning. In 2025/2026 we will focus on developing our practice around differentiation.

	This 2025/2026 year staff has partaken in several learning cycles focused on differentiation. This focus has allowed for collaboration on differentiation strategies and has encouraged teachers to make differentiation a priority in their classrooms.

SCHOOL GOAL: All students will develop improved proficiency in literacy skills.

With continued staff professional development, collaboration and reflection we will further strengthen our practices that will support our students in meeting or exceeding literacy expectations.

AREAS TO CELEBRATE: Staff are receptive to collaboration and as a result, we have a cohesive staff with a shared vision for student learning. Our staff see the value in focusing on literacy skills. This goal was developed in collaboration with the staff, and it is meaningful to their practice and beliefs.

Teachers are highly committed to developing literacy skills, and they continue to implement plans, professional development and program considerations. We have several teacher leaders in this area who have worked with the district team to help develop literacy programs and planning.

AREAS TO GROW: We would like to see an increase in student literacy scores in all grade levels. More specifically, we would like to observe improvements on FSA, NFRA, and PRA results. We have progress to make to achieve provincial and district standards. We would like to continue to encourage students to identify and express how they learn best.

OBJECTIVE: All students will demonstrate growth in FSA, NFRA and PRA results. This will include growth not only for all students, but also for our diverse learners and indigenous students.

SCHOOL STRATEGIES:

To improve in literacy, we will implement the following:

- Primary Guided Reading programs
- Investment in Levelled Literacy Intervention LLI kits
- Connecting writing to inquiry and science
- Project based learning with a writing connection
- Hands on activities with science that lead to literacy learning

- Heggerty Phonemic Awareness Program
- Come Read with Me Event
- Science of Reading/UFLI Resources
- Opportunities for teachers to be mentors and/or learners in this area
- Build our literature collection based on student feedback
- Continue to increase our technology resources (IPADs, chromebooks, subscriptions)
- Evaluate our current use of differentiation and take initiative to improve our practice in this area
- Student Early Support System

We will measure the impact of these strategies through teacher feedback, collaborative team discussions and planning.

To improve classroom practices, we will:

- Designate professional learning time on aspects of literacy
- Access recent research that indicates high yield results in literacy instruction/assessments
- Develop shared language and goals in literacy
- Access collaboration time for staff to work together in planning for literacy instruction

To improve in grade-to-grade transitions, we will:

- Engage the school-based team in focusing on literacy skills for priority students to allow the best opportunity for these students to develop these skills
- We will attempt to use a “push-in” model for learning assistance support so that students can be learning in their home rooms and accessing the same lessons/materials as their peers
- We will designate time in September for teachers to work on class reviews primarily through collaboration with previous teachers to gain insight
- CBIEP Transition meetings in June

To improve Indigenous student learning, we will:

- Engage and plan meaningful cultural and learning programs with Indigenous Education Worker IEW to meet the needs of Indigenous students
- IEW will provide additional support in literacy to Indigenous students
- Design a schedule for the IEW to be in classrooms supporting literacy learning as much as possible

To improve in learning, we are ensuring that our resources meet our students' needs:

- We will continue to build on our reading interventions and programs for literacy development.
- We will use Certified Educational Assistants CEAs to assist with guided reading programs and in class assistance as much as possible. We will also collaborate with our school district coordinators to access resources
- We will continue to pursue resources based on "The Science of Reading"
- Invite student feedback in building our literature collection

Evidence and Next Steps

- As assessments are implemented and data reports are made available, results will be added to the plan, and the plan will be revised as needed
- The plan will be shared with KTTA, CUPE staff and PAC in both the fall and spring
- Plan will be posted to the website in September
- Plan will be reviewed by the leadership team each term and planning will take place to address the priorities
- Review of literacy achievement data with staff

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 RESULTS ANALYSIS: Results from the BEST Survey indicate that students at BEST could benefit from further interventions in helping them to develop their sense of belonging at school. Data will be reviewed from the BEST Student Survey, the BEST Parent Survey and street data.

BEST Student Survey 2025/2026

All students in Grades 2–7 completed a survey that included four questions about their attitudes toward science and technology learning.

The results show that students in Grades 2, 3, and 4 report the strongest sense of pride and belonging, and they feel very positive about engaging in challenging science and technology topics.

In contrast, the responses from students in Grades 5, 6, and 7 are more varied. Their results indicate a wider range of perspectives, with opinions about pride, belonging, and challenging science and technology projects more evenly divided.

Grade 2

	Yes	Sometimes	No
I feel like I belong at my school.	23	9	2
I feel proud to be a student at BEST.	21	11	1
I like science and technology.	29	4	0
I enjoy trying science and technology activities, even when they are hard.	17	13	3

Grade 3

	Yes	Sometimes	No
I feel like I belong at my school.	30	7	0

I feel proud to be a student at BEST.	29	6	2
I like science and technology.	27	10	0
I enjoy trying science and technology activities, even when they are hard.	23	12	2

Grade 4

	Yes	Sometimes	No
I feel like I belong at my school.	18	13	0
I feel proud to be a student at BEST.	25	5	1
I like science and technology.	25	6	0
I enjoy trying science and technology activities, even when they are hard.	15	13	3

Grade 5

	Yes	Sometimes	No
I feel like I belong at my school.	21	9	1
I feel proud to be a student at BEST.	23	8	0
I like science and technology.	16	15	0
I enjoy trying science and technology activities, even when they are hard.	19	11	1

Grade 6

	Yes	Sometimes	No
I feel like I belong at my school.	17	11	0
I feel proud to be a student at BEST.	17	11	0
I like science and technology.	14	13	1
I enjoy trying science and technology activities, even when they are hard.	11	15	2

Grade 7

	Yes	Sometimes	No
I feel like I belong at my school.	12	16	0
I feel proud to be a student at BEST.	12	16	0
I like science and technology.	13	13	2
I enjoy trying science and technology activities, even when they are hard.	6	17	5

Student Testimony Empathy Interviews

Spring 2026

To further inquire on student pride and connection to BEST, the principal conducted 10 empathy interviews to better understand how students feel about their progress and experiences in Science and Technology learning. Students shared that they see themselves as capable and confident Science and Technology learners. They described feeling engaged and enthusiastic, particularly during hands-on and experiential learning opportunities. Many students expressed strong interest in coding, STEAM activities, experiments, animals, outdoor learning connected to the pond and Rivers Day, 3D printing, and sports-related applications of science. Students also value opportunities to collaborate with their peers, explaining that teamwork helps them develop ideas and deepen their understanding. In addition, they described their teachers as supportive and encouraging, creating a positive environment where they feel comfortable asking questions, taking risks, and growing as learners. Students emphasized their interest in doing hands-on science experiments. These insights will guide future planning to ensure Science and Technology programming remains engaging, collaborative, and responsive to student voice.

Parent Survey January 2026

A parent feedback survey was distributed to all parents at the January PAC meeting, and it was also emailed out to all parents during this same week. Parents were invited to respond to two questions (What is working well for our Science and Technology School? and What would you like to see enhance your child's science and technology experience?).

Parents reported that they valued 3D Printing, Rivers Day, chromebooks, IPADs, robotics, STEAM, the Science Experiment club and the Science Fair club.

Parents reported that they would like to see more of lab days, outdoor education and an increase in science and technology related community connections.

SCHOOL GOAL: Students will feel pride in belonging to a science and technology school and they will connect to and understand our school identity.

Equity Question: How can we strengthen equitable opportunities, representation, and support so every student feels proud to belong to our science and technology school?

AREAS TO CELEBRATE:

- Our staff expressed interest and commitment in making this goal area a priority. We recognize that our school has a unique and very specific identity. It is essential that we honour our collective purpose and share this love for science and technology with our students
- Student sense of belonging has improved according to the student learning survey results
- Students and parents appreciate the uniqueness of our school, and they are proud of who we are
- Families choose to attend BEST because of the philosophy we share and what they know about our school culture
- Students are achieving positive scores in science
- Our PAC has built a cohesive group of parent volunteers and advocates to promote science and technology opportunities

AREAS TO GROW:

- Not all cohorts indicate the same rate of growth in positive behaviour and in the survey sense of belonging results. With continued interventions and focus in this area, it will likely lead to further growth for all sub-populations
- Although students and parents appreciate our school and its uniqueness, they cannot easily identify the elements that make us a science and technology focused school

- Reflection on what practices are happening in classrooms to promote student connectedness to learning in science and technology
- Developing school branding and identity

OBJECTIVE: All students will demonstrate increased pride and connection in belonging to BEST. This will include growth not only for all students, but also our diverse learners and indigenous students.

SCHOOL STRATEGIES:

- We will continue to identify as a staff what we need to do to build our Science and Technology profile
- We will continue to make plans to develop the visual elements of BEST to show the sense of pride and commitment to Science and Technology
- We will continue to hold our annual Rivers Day event
- We will continue to keep active partnerships with a variety of community partners
- We will continue to build on adding to our STEAM resources and host our annual STEAM Showcase each spring
- Intermediate students will partake in weekly STEAM rotations
- To improve classroom practices, we will (PD strategies): continue to allow opportunity to share resources at staff meetings, consult with SD73 District staff, attend relevant professional learning opportunities
- To improve in grade-to-grade transitions, we will continue to collaborate amongst staff to share information about student profiles, allow time for different classes to work together, arrange for school-based team meetings and host student placement meetings in the spring
- To improve Indigenous student learning, we will have our IEW establish cultural opportunities and boys/girls social groups
- We have received Community Link and Legacy grants to fund the Respectful Relations Program, PBIS Initiatives, Rivers Day and a legacy trip to Science World (Fall 2026)
- Universal design for learning to develop positive academic belonging
- Continue to prioritize outdoor education (vertical garden, pond, Fresh Air Fridays)
- Student Leadership Program for the 2026/2027 school year

Evidence and Next Steps

- As assessments are implemented and data reports are made available results will be added to the plan and the plan will be revised as needed
- The plan will be shared with KTTA, CUPE staff and PAC in both the fall and spring
- Plan will be posted to the website in September

- Plan will be reviewed by the leadership team each term
- Science and Technology consistent agenda topic at each staff meeting