



# Beattie Elementary School Annual School Learning Plan 2023-2024

*Revised September 2023*

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## School Vision

At Beattie, we want all learners in our school community to be critical thinkers who solve problems empathetically, develop resilience and nurture creativity within themselves and others.



## 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

The 'new' 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 regular catchment school. The majority of our Grade 7 students will attend SKSS, and a handful of students will attend Sahali Secondary. This 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 285 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 (and the desire) to become more involved in the school experience of their children.

## School Configuration

- 350 Students K-7
- 98 students participating in our Strong Start Centre
- 35 Teaching & Support Staff
- 52 Aboriginal Students
- 32 Special Needs
- 98 International Students

## Learning Partner Engagement

We continue to implement the new Ministry Curriculum, focus on the five priorities of our district's new 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-Numeracy

## **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:**

Beattie Elementary students will acquire strong foundational skills in the areas of literacy and numeracy.

## **AREAS TO CELEBRATE:**

- Our Diverse learners in Grade 4 on the FSA Numeracy assessment have a 75% of learners On Track or Exceeding which is 34% higher than the district.
- Our Diverse learners in Grade 7 on the FSA Numeracy assessment have 50% On Track or Extending which is 15% higher than the district average.
- In the Analyzing component of the District Numeracy Assessment, Beattie had more students who were extending and less students who were emerging.
- District Numeracy Team were instrumental in improving delivery of math lessons

## **AREAS TO GROW:**

- 2023 Numeracy - Grade 4 students Numeracy FSAs who were On Track or Exceeding was 10% below last year's scores. However, it remained 4% higher than the district average.
- Indigenous students in both Grade 4 and 7 are higher than the district average in Numeracy; however, our Grade 4 students were 60% and Grade 7 students were 56% in being On Track or Exceeding which needs to be higher.
- Indigenous Gr.7 students FSA Numeracy was below Non-Indigenous Students

- Report Cards- The percentage of Upper Intermediate students not meeting expectations in Numeracy.
- Shift 10% of our developing learners to proficient learners on the DNA.
- Support our diverse learners in numeracy through instructional practices so that at least 10% of our diverse learners are proficient.

**OBJECTIVES:**

All students will meet or exceed district averages in numeracy.

**SCHOOL STRATEGIES:**

To continue to improve in numeracy, we will:

- Teachers will participate in the Primary Number Sense Assessment. Once student information is acquired, we will target students needing further instructional support through interventions provided by our LARTs.
- Work on basic computation skills and number sense appropriate to grade level
- Model number sense strategies that help students to build connections between concepts
- Work to connect Math to real life skills through project based learning in Math
- Use CGI to connect real life numeracy skills
- Use whiteboards and vertical surfaces
- Utilize more formative assessments
- Inquiry based learning where students are able to choose areas of interest to promote engagement and active exploration.
- Use district resources to help guide teacher delivery of math
- Utilize Pro-D and staff meetings to improve teacher collaboration
- Collaborate with math school leads and the district math team to provide learning opportunities for teachers.

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

- Incorporate the scope and sequence of number sense strategies into primary classrooms.
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Provide early intervention to those students who have been identified as at risk.
- Use teacher directed resilience strategies that engage all learners.

To improve Aboriginal student learning, we will:

- review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- Provide learning opportunities for all that are reflective of The First Peoples Principles of Learning and Aboriginal Perspective

### **Evidence and Next Steps**

- Create a professional learning plan that focuses on developing teacher strategies and relevant, engaging, carefully scaffolded lesson plans and tasks that help our students develop resilience. (September 2023)
- Improve student performance on the District Numeracy Assessment (Fall 2023)
- Improve student performance on FSA's (Fall 2023)
- Improve student confidence in Numeracy on the Student Learning Survey (Spring 2024)
- Develop parent survey in consultation PAC (Fall 2023)

# 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:** A disproportionate number of students do not feel safe at school on our Student Learning Survey. We as staff believe this to be true for all grades and not just the grades who completed the survey.

Student Learning Survey	2020-2021	2021-2022	2022-2023
ALL STUDENTS (who do not feel safe)	36%	30%	28%

The same holds true for our DEWRS survey which is completed by students in grade 4 through grade 7

DEWRS	2020-2021	2021-2022	2022-2023
ALL STUDENTS (who do not feel safe)	40%	46%	48%

**SCHOOL GOAL:** Students will feel safe in and around the building. They will demonstrate appropriate strategies in dealing with peer conflict.

### AREAS TO CELEBRATE:

- Have support from our School and Family Consultant in the implementation of the Second Step Program

- MyEd Conduct Reports have decreased in 2022-23 56% from 2021-22
- Staff have started to use the Second Step Program (Resolving Peer Conflict)
- Staff see that this is an important area to invest time/resources in a peer conflict takes away from instructional time

### **AREAS TO GROW:**

- As this is and an anonymous question, student population breakdown is not available. Create a simple survey to identify what groups of students do not feel safe.
- Increase the percentage of students who feel safe on the Student Learning Survey to meet or exceed district averages.
- Increase the percentage of students who feel safe on the DEWRS (Beattie generated question)
- Decrease the percentage of conduct referrals for physical aggression.

### **SCHOOL STRATEGIES:**

To improve how students will feel safe, we will:

- Continue to Implement conflict resolution practices at each grade level (Second Step Program). All new teachers now have access.
- WITS taught in all classrooms
- Teach students that difficulties can be viewed as challenges, and failures and mistakes as lessons to be learned from.
- Provide opportunities for students to feel that they belong to a larger group and are a valued member of a community.
- Provide opportunities for students to work collaboratively and cooperatively.

To improve classroom practices, we will:

- revisit the Mind Up program using a district facilitator on one of our Pro-D days.
- Use instructional practices that recognize individual differences and needs in order to be challenging to reach students' level and capacity.
- Continue to implement a Growth Mindset where similar language is used by all teaching staff.
- Use instructional practices that promote control/recognizing situations. Recognizing the ones, we have control over and can change, accepting those situations we cannot.

To improve Aboriginal student learning, we will:

- Use traditional storytelling to highlight differences amongst all living things.
- Continue to offer a social group for students in Grades 5-7.



- Continued in class support and home support for our Aboriginal Education Worker

### **Evidence and Next Steps**

- Create a professional learning plan that focuses on teachers' professional learning to promote conflict resolution and a safe school culture (September 2023)
- Improve on students reporting that they feel safe school on the Student Learning Survey (Spring 2024)
- Improve on students reporting that they feel safe school on the DWERS (Spring 2024)
- Teachers using a variety of calming and conflict resolution strategies with students (principal and vice principal will observe specific classroom lessons)
- Continue to track Second Steps Lessons being taught by each teacher.
- Continue to see a decrease in office referrals for physical aggression

# 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 Diverse students and we will continue to acknowledge and celebrate diversity in our school (e.g., multicultural events, multi-languages on signs, Pride poster).

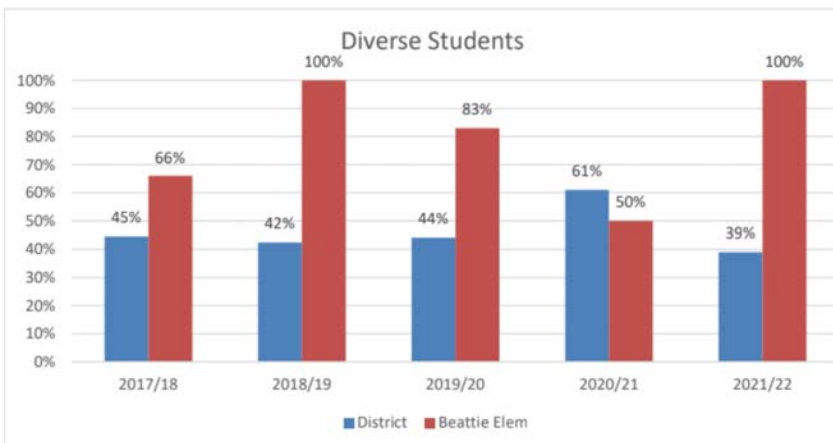
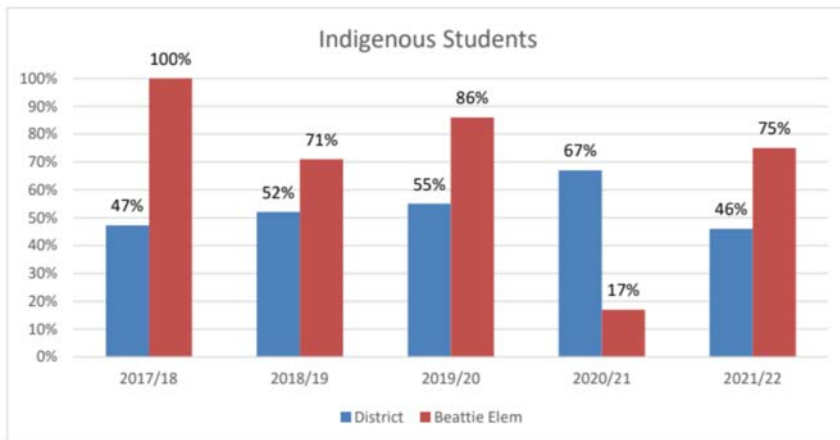
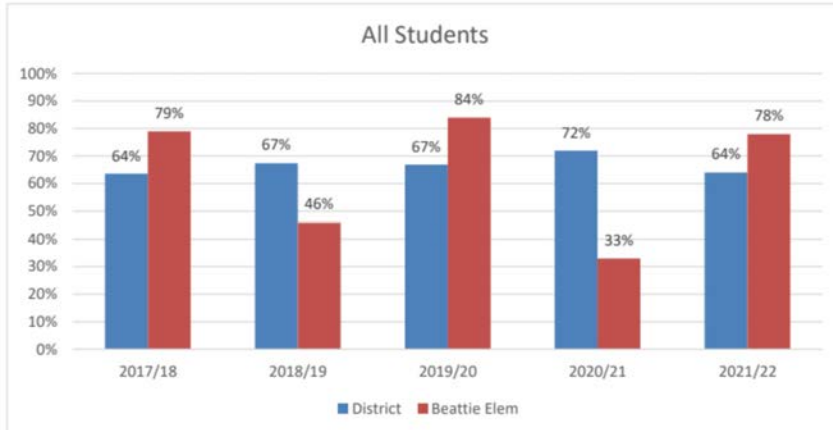
### Evidence and Next Steps

- Create a professional learning plan that focuses on teacher professional learning focuses 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.
- Multicultural Day (Individual Classrooms)
- Culture enhancements through elders, special guests, and our potluck dinner.
- Boys and Girls Group (2023-2024)

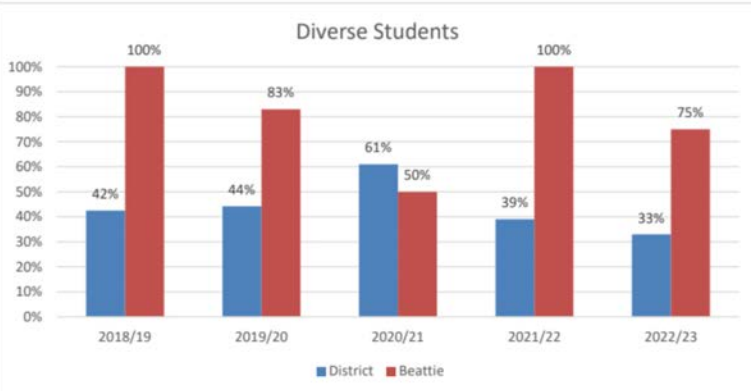
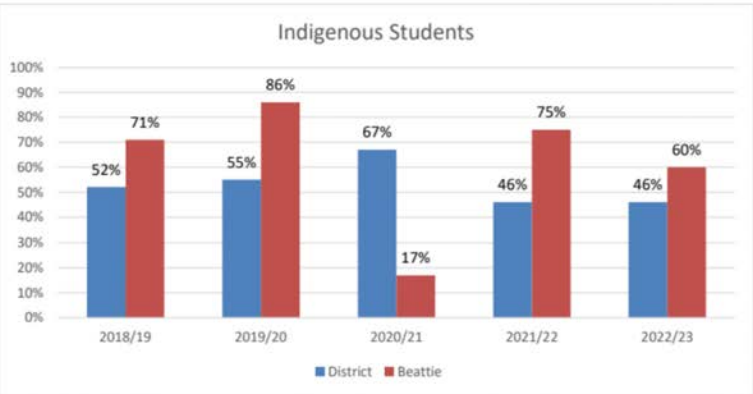
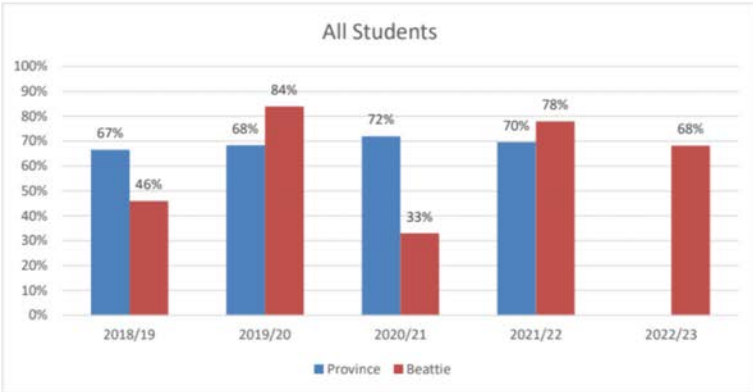
# DATA APPENDIX

## Math and Numeracy

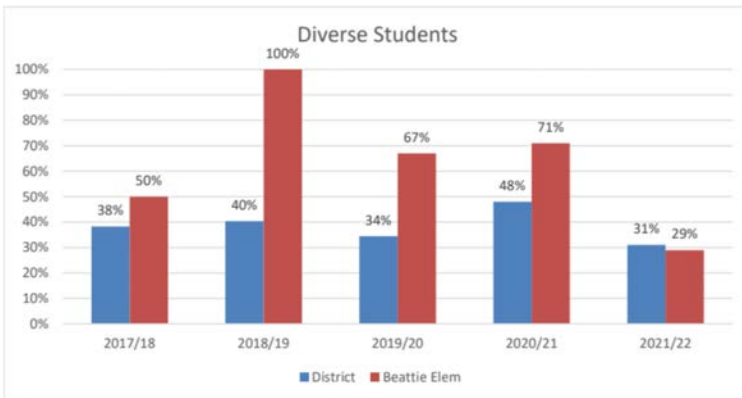
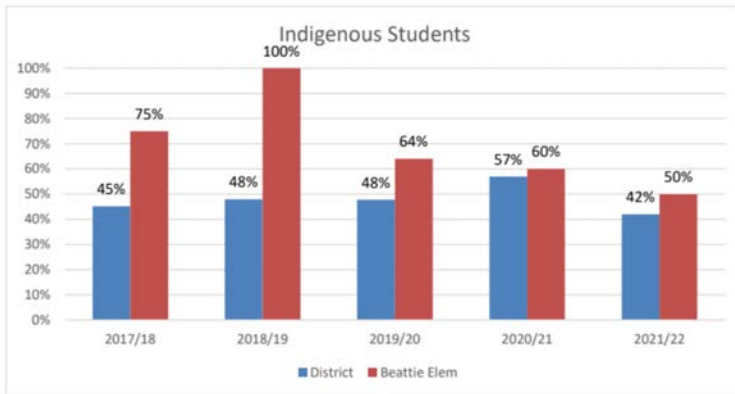
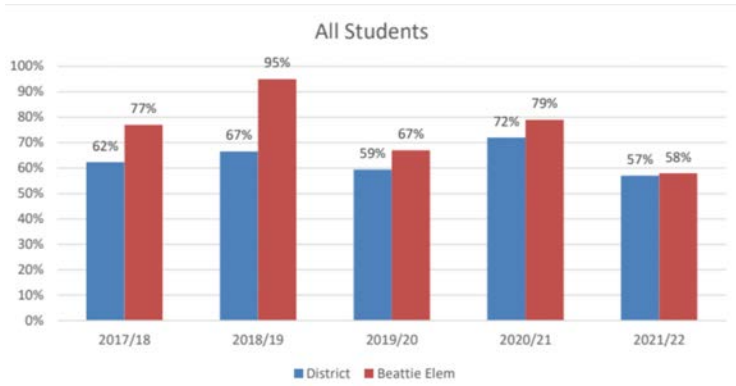
### Grade 4 FSA Numeracy Results 2021-2022



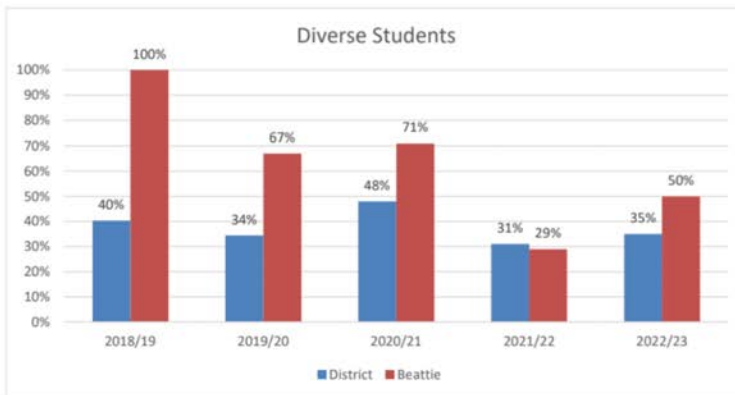
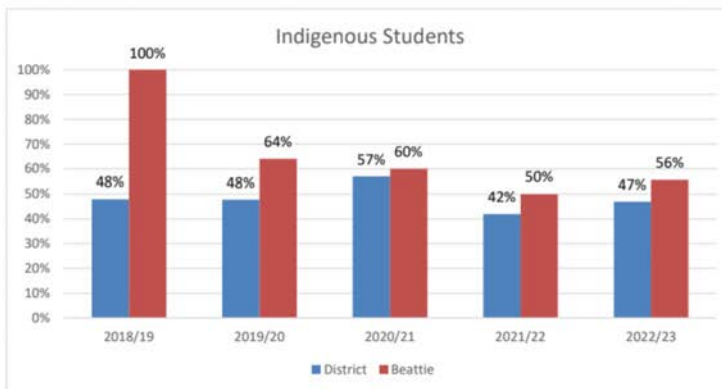
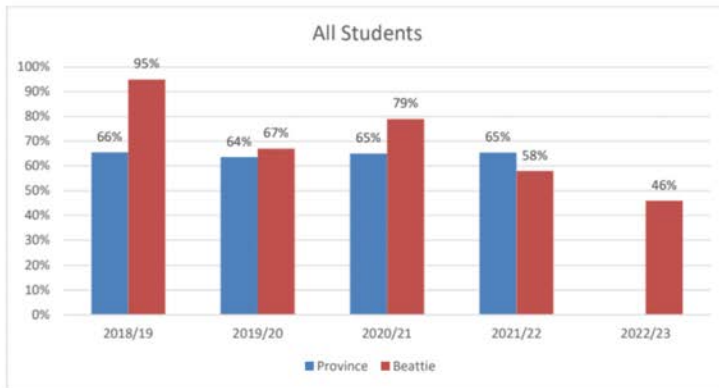
**Grade 4 FSA Numeracy 2022-2023**



**Grade 7 FSA Numeracy Results 2021-2022**



**Grade 7 FSA Numeracy Data 2022-2023**



## DISTRICT NUMERACY ASSESSMENT(DNA)

At Beattie, instruction and learning targeted the analyzing component of the numeracy cycle as historically, that was where students performed the lowest. The DNA was completed by all classes in grades 3-7.

### All Students in Grades 3-7

	Performance	All Schools		Beattie Ele	
Analyze	NR	<u>82</u>	2.98%	<u>5</u>	4.13%
	DEV	<u>1351</u>	49.02%	<u>63</u>	52.07%
	EMG	<u>605</u>	21.95%	<u>21</u>	17.36%
	PRO	<u>645</u>	23.40%	<u>26</u>	21.49%
	EXT	<u>73</u>	2.65%	<u>6</u>	4.96%

### Indigenous students in Grades 3-7

	Performance	All Schools		Beattie Ele	
Analyze	NR	<u>34</u>	6.36%	<u>2</u>	8.70%
	DEV	<u>248</u>	46.36%	<u>16</u>	69.57%
	EMG	<u>146</u>	27.29%	<u>2</u>	8.70%
	PRO	<u>96</u>	17.94%	<u>2</u>	8.70%
	EXT	<u>11</u>	2.06%	<u>1</u>	4.35%

### Diverse Students in Grades 3-7

	Performance	All Schools		Beattie Ele	
Analyze	NR	<u>23</u>	6.99%	-	
	DEV	<u>150</u>	45.59%	<u>15</u>	88.24%
	EMG	<u>119</u>	36.17%	<u>2</u>	11.76%
	PRO	<u>32</u>	9.73%	-	
	EXT	<u>5</u>	1.52%	-	