



*Bert Edwards Science and Technology School*  
**Annual School Learning Plan 2024-2025**  
September 2024

711 Windsor Drive  
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## 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 with Tk'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 enrolls approximately 276 students in fourteen 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. BEST does operate with an integrated curriculum, fulfilling all of the requirements of the redesigned BC Curriculum for grades K through 7.

BEST has 33 students with Competency Based Individualised Education Plans. These students vary greatly in ability and ability to self-regulate. Students receive support through five Certified Education Assistants and our Learning Assistance Resource Teachers who work collaboratively to provide the most appropriate learning support possible.

### **Our School Profile:**

- 276 students (14 divisions)
- 16 teachers
- 1.5 Learning Assistance Teacher
- 1 Teacher-Librarian
- 2 Administrators
- 5 Certified Education Assistants
- 2 Custodians
- 33 students with special learning needs (ministry categories)
- 73 Aboriginal students
- 2 ELL learners
- 1 Administrative Assistant and one Library 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, Ask Wellness, Aboriginal 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 Aboriginal communities with the intent of integrating authentic aboriginal content into the curriculum and honouring the First Peoples’ Principles of learning and Aboriginal 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, Report Card Data and the Non-Fiction Reading Assessment. For the 2024/2025 school year, we are going to attempt to collect student data specifically for analysis of student and staff perspectives on literacy learning and engagement. This data may help to guide in our planning and implementation of literacy learning at BEST.

Numeracy results indicate that we have further intervention to do in order to increase student performance. We will continue to monitor our numeracy results and guide our practice for optimal student achievement. In June 2023, 60% of our students in K-6 were extending or proficient in the area of mathematics. In March 2024 74.18% of students in K-6 were extending or proficient in the area of mathematics.

## **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. Scores in

literacy have continued to increase over the past three years. 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 particular 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.

	Grades 4 Literacy Proficient or Extending
2021/2022	52% Literacy All Students 20% Literacy Indigenous 58% Non indigenous 100% Diverse 50% Non-Diverse
2022/2023	81% Literacy All Students 83% Literacy Indigenous 81% Non indigenous 100% Diverse 80% Non-Diverse
2023/2024	83% Literacy All Students 83% Literacy Indigenous 82% Non indigenous 100% Diverse 81% 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. Our results for all students, as well as Aboriginal students exceed District results in all three grade levels. Our three year trend indicates that reading performance in the primary grades are sustaining a consistent level. With a focus on reading in the primary grades, we would hope to see growth in the number of students proficient or extending expectations in reading.

	Grades 1-3 Proficient or Extending
2021/2022	78% All Students 75% Indigenous Students
2022/2023	79% All Students 63% Indigenous Students
2023/2024	77% All Students 67% Indigenous Students

### **Non-Fiction Reading Assessment**

Each fall, students in Grades 4-6 participate in the Non-Fiction Reading Assessment. This assessment analyzes 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 three year trend indicates scores continue to increase.

	Developing	Proficient/Extending
Fall 2021	61% Non-Indigenous 52% Indigenous	27% Non-Indigenous 24% Indigenous
Fall 2022	51% Non-Indigenous 52% Indigenous	26% Non-Indigenous 19% Indigenous
Fall 2023	58% Non-Indigenous 66% Indigenous	33% Non-Indigenous 18% Indigenous

### **Report Card Data**

Each December, March and June students receive written report cards indicating their performance in all subject areas. In an effort to evaluate student performance in language arts in all grade levels including report card data in this plan is a key component to consider. Results for December/January report cards will be included in this analysis for all grade levels. Students receive a score on a proficiency scale for their overall performance in language arts (Emerging, Developing, Proficient, Extending). Language arts includes reading, writing, speaking and listening.

<b>Grade Level</b>	<b>Language Arts 2022/2023 (January)</b> <i>Proficient or Extending</i>	<b>Language Arts 2023/2024 (December)</b> <i>Proficient or Extending</i>
<b>K</b>	73% Non-Indigenous 56% Indigenous	74% Non-Indigenous 78% Indigenous
<b>1</b>	75% Non-Indigenous 34% Indigenous	63% Non-Indigenous 50% Indigenous
<b>2</b>	92% Non-Indigenous 75% Indigenous	79% Non-Indigenous 55% Indigenous
<b>3</b>	96% Non-Indigenous 69% Indigenous	79% Non-Indigenous 75% Indigenous
<b>4</b>	68% Non-Indigenous 83% Indigenous	77% Non-Indigenous 54% Indigenous
<b>5</b>	58% Non-Indigenous 40% Indigenous	81% Non-Indigenous 67% Indigenous
<b>6</b>	70% Non-Indigenous 43% Indigenous	61% Non-Indigenous 5% Indigenous

## **SCHOOL GOAL: Students will develop proficiency in literacy skills.**

**With continued staff professional development, collaboration and reflection we will develop effective 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.

An area to celebrate is the fact that student reading rates on FSA assessments are similar to the district average. This is significant, as it demonstrates potential for increased achievement in literacy overall.

Most of our students are meeting or exceeding in reading when we review the Primary Reading Assessments. 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.

Overall, our report card results indicate a stability in student performance. This could mean that planning for our student needs could be aligned and beneficial from year to year.

**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, PRA and report card results.

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

### **SCHOOL STRATEGIES:**

To improve in literacy, we will implement the following:

- School wide literacy interventions for K/1
- School wide writing initiatives (twice per year all classes write on a shared topic)
- 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
- Participation in Young Authors Event and Battle of the Books
- Come Read with Me Event
- Science of Reading Resources
- SPARK Sessions
- Opportunities for teachers to be mentors and/or learners in this area

We will measure the impact of these strategies through data analysis, 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 the area of 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

**To improve Aboriginal student learning, we will:**

- Engage and plan meaningful cultural and learning programs with Aboriginal Education Worker AEW to meet the needs of Aboriginal students
- Recognize important dates such as Orange Shirt day and National Indigenous Peoples Day and we will prioritize learning about Truth and Reconciliation
- We will integrate the Seven Grandfather teachings included in the District Strategic Plan into our practice
- AEW will provide additional support in literacy to Aboriginal students

**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 also seek resources in the area of writing instruction to add to our professional knowledge.
- 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”
- The entire BEST staff will attend a Professional Development Day in September 2024 focussed on literacy

**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 2024
- Plan will be reviewed by the leadership team each term
- 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 School Learning 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 DEWRS Survey, the Student Learning Survey, Science Report Card data, Myed Conduct data and Empathy Interviews with students.

### **District Well-Being Survey DEWRS**

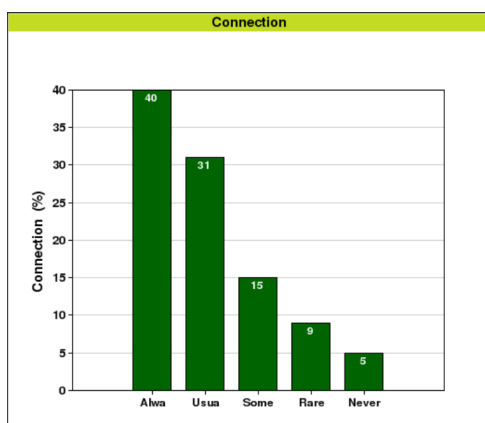
Each fall, students in Grades 4-7 respond to a district well-being and resiliency survey. The purpose of this survey is to understand how students feel about school, their learning and the type of connections that they have with others in the school. It is also a method to discover what students feel positive about and to identify areas for future growth. Most of the survey includes standard questions that all students in the district respond to. There is also a section where custom questions can be created.

This year we added two custom questions to the survey for BEST. Please see tables and data below. Although responses varied, there were numerous responses that indicated science and technology were positive aspects that made our school different.

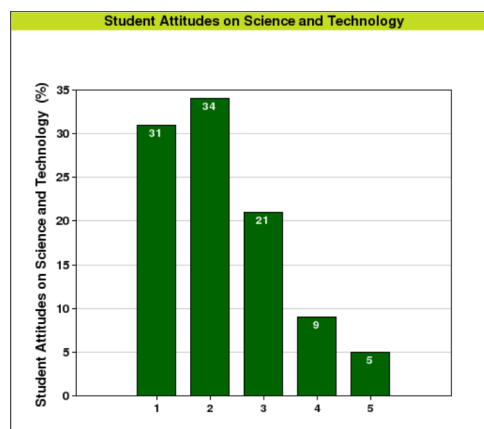
***“Connection is a sense of belonging to a community, to your school. Connection involves your level of trust with adults and your personal relationships in your school community. There are places I can go in my school when I need support from adults.”***

***“Are you getting better at science and technology?”***

- Always (Alwa)
- Usually (Usua)
- Sometimes (Some)
- Rarely (Rare)
- Never (Never)



- Always (1)
- Usually (2)
- Sometimes (3)
- Rarely (4)
- Never (5)



### **Student Learning Survey**

Each winter, students in Grades 4-7 respond to the Student Learning Survey. This survey is accessed by all students in the province. The purpose of this survey is to reveal how students feel about their school and their learning. Results indicating students' perceptions about feeling cared for by adults, having a sense of belonging and feeling welcome were reported on. It appears that results are improving in a sense of belonging and feeling welcome, whereas results have decreased in adults who care.

	<b>All Students</b>	<b>Diverse Students</b>	<b>Indigenous Students</b>
<b>Adults Care</b>	70% 2022 58% 2023	72% 2022 TBA% 2023	72% 2022 TBA% 2023
<b>Sense of Belonging</b>	63% 2022 80% 2023	64% 2022 TBA% 2023	60% 2022 TBA% 2023
<b>Feeling Welcome</b>	90% 2022 90% 2023	89% 2022 TBA% 2023	88% 2022 TBA% 2023

### **MyEd Conduct**

When students are referred to the school office for behaviour intervention the incident is recorded into the MyEd system. This year, we have documented 154 incidents. However, it is important to note that these incidents included 54 different students. Therefore, these incidents are only associated with 35% of our student population. Therefore, it is important to use this data accordingly. We can celebrate the low number of incidents and the low number of students requiring office level intervention.

### **Student Testimony Empathy Interviews**

We conducted a series of interviews with neuro-diverse, neuro-typical, and Aboriginal, Grades Four to Six students centred around one of our school goals: *Students will feel pride and connection in belonging to a science and technology school.*

We sought out patterns that would highlight areas of growth and stretches our school may have by asking students the following questions:

1. Why did you pick BEST?
2. How do you connect to the technologies at BEST?

3. What are your favourite memories of BEST?
4. How would what you learn here help you grow in the future?
5. Science and technology is always changing, how could BEST change in the future to support learning around science and technology?

**A common theme that emerged from our students was summed up eloquently by a Grade Five student:**

*“...We need to keep changing so our technologies match the world around us.”*

For us at Bert Edwards, recognizing our identity as a science and technology school, we need to continually reinvest in those areas fostering that sense of pride and connection. This will mean more attention paid to learning tools that enhance student understanding, but more so impact the pride and connection they feel here.

Based on this smaller sample size of student interviews, moving forward into next year, we would like to administer a broader based student interview, and include parent and teacher voice in our sets of interviews to see if further trends and patterns emerge, or if the data correlates with our student data.

### **Science Report Card Data**

This goal area seeks to develop pride in students in belonging to a science and technology focused school. Therefore, it is important to review how students are achieving in science across all grade levels. We would like to analyze how these scores are impacted as we focus on this specific goal area.

<b>Grade Level</b>	<b>Science 2022/2023 (January) <i>Proficient or Extending</i></b>	<b>Science 2023/2024 (December) <i>Proficient or Extending</i></b>
<b>K</b>	92% Non-Indigenous 83% Indigenous	90% Non-Indigenous 90% Indigenous
<b>1</b>	92% Non-Indigenous 100% Indigenous	93% Non-Indigenous 87% Indigenous
<b>2</b>	100% Non-Indigenous 100% Indigenous	88% Non-Indigenous 91% Indigenous
<b>3</b>	100% Non-Indigenous 100% Indigenous	92% Non-Indigenous 100% Indigenous
<b>4</b>	89% Non-Indigenous 83% Indigenous	100% Non-Indigenous 100% Indigenous
<b>5</b>	92% Non-Indigenous 50% Indigenous	93% Non-Indigenous 100% Indigenous
<b>6</b>	74% Non-Indigenous 71% Indigenous	78% Non-Indigenous 90% Indigenous

**SCHOOL GOAL:** Students will feel pride and connection in belonging to a 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
- Over the past few years, office referrals have been reduced
- Students' sense of belonging has improved according to the DEWRS 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 the what they know about our school culture
- Students are achieving positive scores in the area of 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 DEWRS 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 are not able to 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

**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 aboriginal students.

#### **SCHOOL STRATEGIES:**

- To improve (feeling welcome/safe/sense of belonging/two or more adults who care), we will (classroom practices): school wide PBIS initiatives, shared vision of school and classroom expectations, school presentation on resiliency, Grade 7 program on Respectful Relations, buddy classrooms, school wide celebrations with a focus on science and technology, Mind-up, WITS, student access to self-regulation options, Kids in the Know
- 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 makerspace and STEM space
- Intermediate students will partake in weekly STEM 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 Aboriginal student learning, we will have our AEW establish cultural opportunities and boys/girls groups
- We will focus on anti-discrimination in 2024/2025 and this focus will include monthly read alouds with specific themes and will include grandfather teachings
- We will access [Learning to be Anti-Racist: An Introductory Course](#). Part of the *K-12 Anti-Racism Action Plan*, this includes seven training modules designed to support and strengthen anti-racism learning environments across schools in B.C.
- To improve wellbeing, we are allocating our financial resources towards PBIS initiatives and possibly purchasing resources that meet our needs
- We have received Community Links grants to fund the Respectful Relations Program, PBIS Initiatives and Rivers Day
- Our staff will partake in professional development opportunities to learn and develop understanding of positive student behaviour support (both formally and informally)
- Universal design for learning to develop positive academic belonging

### **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 Fall of 2024
- Plan will be reviewed by the leadership team each term
- Science and Technology consistent agenda topic at each staff meeting



