



711 Windsor Avenue
Kamloops, BC
V2B 2B7
<http://best.sd73.bc.ca/>

School Learning Plan



School Mission

To develop curious, dynamic problem-solvers within a personalized learning environment utilizing Inquiry-based learning, through the lens of Science, supported by technology.

School History & Context

In 2007 School District No. 73 (Kamloops/Thompson) created the first science-based school in British Columbia at Bert Edwards Elementary School. For the 2007-2008 school year the student population showed an increase of over 80 students from the previous year. Bert Edwards Science & Technology School (BEST) teachers use the Inquiry Method to enhance the learning of students throughout the curriculum. Students are immersed in large, meaningful and broad teaching questions, or “inquiries”. BEST does operate with an integrated curriculum, fulfilling all of the requirements of the redesigned BC Curriculum for grades K through 6.



Our school is made up of:

Bert Edwards Science & Technology School

School Learning Plan 2020-2021

- 258 students
- 13 classrooms
- District Resource Room
- 15 teachers
- 1 Learning Assistance Teacher
- 1 Teacher-Librarian
- 2 Administrators
- 8 Certified Education Assistants
- 1 Part time Aboriginal Education Worker
- 1 Secretary and one Library Assistant
- 2 Custodians
- 32 students with special learning needs (ministry categories)
- 63 Aboriginal /FN students
- 7 ELL learners

Meeting the Needs of Our Population

- BEST has 32 students with an Individualized Education Plan. These students vary greatly in ability and behaviour. Students receive support through six Certified Education Assistants, one Aboriginal Education Worker, and our Learning Assistance Resource Teacher who work collaboratively to provide the most appropriate learning supports possible.
- BEST has also benefited from securing collaboration time with our District Literacy and Numeracy Support Staff. These professionals worked with students and teachers over the course of several months to provide support when implementing research based activities for our students. The focus of these projects is to improve reading, writing and numeracy skills for students in grades K-6. They involve our teachers working with District staff, then sharing information at staff meetings and in team teaching sessions.

- Many students receive additional support through small groups that focus on reading and math skills, self regulation, and other interactive social opportunities.
- BEST hosts our District Meals Program; this is a subsidized program providing lunch to students in need. This initiative not only provides a healthy lunch to students at BEST, but also at several other schools around the district. The commercial kitchen facility for this district program is located within the Bert Edwards building.
- Students are given opportunities whenever possible to develop leadership skills at BEST, particularly in the intermediate grades. We strive to provide an environment that promotes responsibility, respect and safety amongst our students. Every effort is made to support and build upon student success.
- BEST is a PBIS school, with a team that meets regularly to discuss student behaviour data, develop strategies to support our students, and consider the ever-changing needs of our school population. Our PBIS team communicates with the staff at regularly scheduled meetings and provides leadership around school-wide initiatives, including our monthly Spirit Assemblies and Family Groupings which support our selected PBIS themes under our NEW Matrix umbrella of Respectful, Responsible and Safe behaviour in and around the school.

Our School of Choice

Inquiry education is based on well-established beliefs about science education and young children. These beliefs include:

- Early childhood teachers build on the sense of wonder present in all children.
- Young children learn about science through play.
- Participating in science comes naturally for young children.
- Doing science processes is more important than learning science facts.
- Early childhood educators serve as facilitators of learning as opposed to being instructors.
- Science processes occur all over the classroom and outdoors, not just at the science table.
- Children are intrinsically motivated when they have materials to enjoy, have some control over their learning and enjoy success when involved in science processes.
- Children and adults should feel free to engage in science processes, understanding that exploration is more important than right or wrong answers.

- There should be a balance between child-initiated and teacher-initiated activities.

The staff has set the following goals to guide in the development of units and lessons, which align with the redesigned curriculum of the BC EdPlan:

- Understanding and responding to individual and student's interests, strengths, experiences, and needs.
- Selecting and adapting curriculum.
- Guiding students in active and extended scientific inquiry.
- Continuously assessing for understanding.
- Sharing responsibility for learning with students.
- Collaborating with other teachers to enhance science programs.

The vision for the school is two-fold, with one vision for the development of students and another for the development of staff:

- To develop students who work together to solve problems in real settings, where students are encouraged to explore and question the world around them and the beliefs that structure the world.
- To develop teachers who work collaboratively toward inquiry education, placing value on curiosity, respect, support and a willingness to try new ideas.

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, the City of Kamloops, the 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 and resource people with the intent of integrating authentic aboriginal content into the curriculum.

School Goals

Goal #1: Literacy/Numeracy

Goal Statement: Students will improve foundational skills in literacy and numeracy.

Objectives & Specifics:

Literacy:

- By June 2021, 85% of students will be fully developing/proficient on the year end PRA – THIS YEAR – 92% (20/21)
- By May/June 2021, 85% of intermediate students will be scoring an average 2.25 as measured on the NFRA – THIS YEAR – 85% at 2.25 (20/21)
- 85% of Grade 4 students will be on track or extending on the 2021 Foundation Skills Assessment in Reading and Writing – THIS YEAR – 79%
- 75% of students will self-report getting better at writing, and 87% will report getting better at reading skills as reported by the BEST 2021 Student Learning survey.

WRITING THIS YEAR – 66%

READING THIS YEAR – 83%

Numeracy:

- By June 2021, 60% of grade six students will be proficient/exceeding expectations as measured by the DNA – THIS YEAR 68% Grade six (20/21)
- Fall 2020 score for this cohort was 42%
- 70% of Grade 4 students will be meeting/exceeding expectations on the 2021 Foundation Skills Assessment (Numeracy)- THIS YEAR – 83%
- 90% of students will self-report getting better in mathematics as evidenced by our BEST Learning Survey.
- THIS YEAR – 72%
- Students will be able to reflect on their learning and set goals for improvement in numeracy.

- Our DNA results show that primary students – grade threes – scored well below other cohorts, and we intend to focus our efforts on mitigating this disparity. We had a huge improvement last school year – 2019-2020, and a modest increase this school year.

Goal #2: Social-Emotional

Goal Statement: Students will improve their ability to resolve problems peacefully and to create and maintain healthy relationships with their peers and adults in school settings.

Objectives & Specifics:

- Students will recognize social emotional cues and use positive behavioural strategies (ie. PBIS, WITS, Virtues, Mind-up) when they encounter challenges as measured by school behaviour data and student self-assessment of Personal and Social Core Competencies.
- Students will demonstrate growth in their ability to be resilient through empathy and compassion for themselves and others as evidenced by survey instruments (eg. DEWRS, Student Learning Survey)

Learning Partner Engagement Process

As a staff, we continue to look at various data sources (both academic and social-emotional) to get a clear idea of the needs of our students. We examine:

- Year-end report card data “Meeting or Better” (primary) and “C+ or Better” (intermediate)
- NFRA and PRA results
- Grade 4 FSA achievement data in Reading, Writing & Numeracy
- Office Referral data history (MyEdBC data for the last two years)
- Student Learning Survey data
- DEWRS data
- District Numeracy Assessment
- Primary Number Concept Checklist

We continue as a staff to collaborate on how to most effectively engage our School Community in the conversation of what our focus areas should be at BEST. We developed four surveys, and worked hard to gather input from our four identified stakeholder groups. Although collected two years ago, we believe this data to be relevant and accurate:

- Parents (100 responded out of a total of 249 families)
- Students (all intermediate students completed the survey)
- Teachers and Support Staff (the majority of staff completed the survey)
- Community (35 members responded from various school-connected groups including School Board Office staff, District Support Services staff, various Community Agencies such as RCMP, MCFD, Child & Youth Mental Health, Secwepemc Child and Family Services, and LMO to name a few)

We asked each of these groups, through a series of questions about Curricular Competencies, Core Competencies, and Social-Emotional skills, what their Vision of a Learner was for a student leaving BEST at the end of Grade 6. The feedback was outstanding, both in its volume and in the commonalities we found as a staff as we analyzed it.

Priorities of Stakeholders – from Survey (Top 2)

STAKEHOLDER GROUP	SUBJECT AREAS	ATTRIBUTES	COMMUNICATION SKILLS	THINKING SKILLS	PERSONAL/SOCIAL QUALITIES
Parents (100 respondents)	Language Arts Math	Perseverance /Resilience Open-minded / Imaginative	Conversation Skills Listening Skills	Problem-solving Creativity	Positive Self-esteem Responsible/respectful
Community Members (35 respondents)	Language Arts Numeracy	Perseverance /Resilience Compassionate / Empathetic	Listening Skills Conversation Skills	Mindful / Self-regulated Problem-solving	Positive Self-esteem Responsible/respectful
Students (85 respondents)	Science Math (L/A 3 rd)	Perseverance /Resilience Open-minded / Imaginative	Listening Skills Conversation Skills	Problem-solving Mindful / Self-regulated	Healthy Lifestyle Responsible/Respectful
Staff (20 respondents)	Language Arts Numeracy	Perseverance /Resilience Compassionate / Empathetic	Conversation Skills Listening Skills	Creative Problem-solving	Positive Self-esteem Responsible/respectful

- Investment in Levelled Literacy Intervention Kits
- Collaborating with District staff and Team teaching
- Connecting Numeracy and Literacy to Inquiry
- Focus on research-based methods with high yield strategies
- Teacher inservices at the HGEC with district staff
- Professional Development focusing on our goal areas – targeted school whole days and staff meetings
- Teacher collaborative sessions – team teaching
- Weaving First Peoples Principles of Learning throughout core areas
- Project Based Learning / Maker Days
- Integrating hands-on activities in science and the outdoors with curriculum
- Career Education/ADST connections - eg. TRU Try a Trade, Maker Days, Innovations days, and Marsville
- Interactions with our community (e.g. Come Read with Me, and You Can Count on Me).
- Primary staff began using the Heggerty Phonemic Awareness Program

Data Related to Goal/Evidence

Qualitative:

- Students will self-report an increased confidence in Reading, Writing, and Numeracy skills as evidenced by either their self-assessment of learning, the Student Learning Survey, or the DEWRS survey
- Students will be able to reflect on their learning and set goals for improvement in Literacy and Numeracy.

Quantitative:

- By June 2021, 85% of primary students will be Proficient on the year end PRA -
- THIS YEAR – 74%

- By May/June 2021, 85% of intermediate students will be scoring an average 2.25 as measured on the NFRA – THIS YEAR – 85% at 2.25 (20/21)
- 85% of Grade 4 students will be on track or extending on the 2021 Foundation Skills Assessment in Reading and Writing THIS YEAR (2021) 81% Average
- By June 2021, 60% of grade six students will be meeting/exceeding expectations as measured by the District Numeracy Assessment – THIS YEAR 68% Grade six (20/21)
- 70% of Grade 4 students will be on track or extending on the 2021 Foundation Skills Assessment (Numeracy) THIS YEAR 83%
- Our PRA data for the last three years starting in 2017 shows a steady improvement in the percentage of primary cohorts approaching, meeting, or exceeding expectations in reading.

Cohort #1	Gr 1 in 2017	78%
	Gr 2 in 2018	82%
	Gr 3 in 2019	86%
Cohort #2	Gr 2 in 2017	54%
	Gr. 3 in 2018	86%
Cohort #3	Gr 1 in 2018	77%
	Gr. 2 in 2019	82%

We'll know we've reached our goal when:

- When we have at least 85% of our students meeting/exceeding expectations in all areas.

Strategies and Initiatives

New Strategies / Where we're headed:

- Teacher training with district staff, and capacity building sessions with lead teachers.

- Learning/Sharing/Collaboration with “Partner” schools;
- Student Portfolios / Assessments for Learning
- Plan Pro-D with forward-thinking goals
- Personalize: connect each student to their passions
- Math literacy - school-wide strategies
- Daily Three in Mathematics
- Consistent use of Cognitive Guided Instruction in classrooms, with specific support in the primary grades
- Pull out groups composed of students who are in need of additional support: Aboriginal students and boys.
- Effective use of Inquiry-based mathematics lessons
- Connecting Numeracy and Literacy to Inquiry
- Striving toward a full year of growth for all learners
- Finding ways to provide teachers with collaborative time

Resources Required:

- Staff professional development re: high-yield strategies for Literacy & Numeracy
- Continued support and funding as well as creative scheduling to allow for continued RTI groups

Progress on Goal and Summary Comments

- As measured by our DNA Spring 2020 assessment, our intermediate grade six students showed a large improvement.

On our Fall 2019 DNA assessment, our grade three cohort scored at 57% proficient or extending, as compared to last year’s 13 %. Our 13% group in grade three increased to 51% as grade fours. We

are super pleased about this as increasing math competencies amongst our primary students was a real focus for us this year.

- Our NFRA scores for grade six also showed a marked improvement, and a slight improvement across all grade levels.

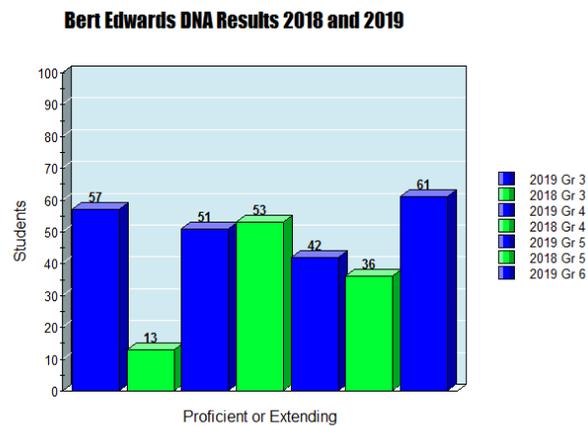
- Primary Benchmarks were just slightly lower this year.

- As measured by the new DEWRS Learning Survey, a similar number of students feel that they are improving in Mathematics.

- As measured by the DEWRS, slightly fewer students feel they are getting better at reading, and writing.

- As measured by our FSA scores in grade four, we see a significant improvement in our math scores, and similar results in reading and writing.

- We have started to develop school wide processes for recording and analyzing student and staff perceptions of learning.



Goal 2:

Students will improve their ability to resolve problems peacefully and maintain healthy relationships with peers and adults.

Related District Strategic Plan Goal

Goal Area 2.3: Students will apply their learning to address problems relevant to their lives and communities.

Goal Rationale

Many students at BEST struggle with self-regulation and social-emotional challenges. The majority of stakeholders identified development of responsible/respectful behaviours and the ability to be mindful / self-regulate as priorities for our students. Our baseline discipline data, as well as discussions with our PBIS team, supports having this as one of our school-wide goals. Additionally, data shared with us by Brock Middle School (from their Tell Them From Me Survey) indicate that Mindfulness and Self-Regulation are priorities for NorBrock area families as a whole.

Specific Support Frameworks

Current Strategies / What's Working:

- School-wide emphasis on PBIS initiatives, Mind Up, WITS, Mind and Movement
- Monthly Spirit Assemblies and Community Group Lessons informed by work of PBIS Committee
- BEST Buzz positive behaviour reinforcement – daily announcements and gotchas
- School-wide celebrations such as Kindness is Contagious, Rainbow Day, and themed Spirit Days
- Updated Behaviour Matrix with consistently reinforced expectations
- Holding students accountable with Action Plans
- Classroom Self Regulation Kits and spaces
- School Self Regulation Room

Data Related to Goal/Evidence

Qualitative:

- Students will demonstrate growth in their ability to be resilient through empathy and compassion for themselves and others as evidenced by survey instruments (eg. newly developed DEWRS, Student Learning Survey) and behavior referrals – both positive (BEST Buzz) and negative (Office referrals).

Quantitative:

- Students will recognize social emotional cues and use positive behavioural strategies (ie. PBIS, WITS, Virtues, Mind-up) when they encounter challenges as measured by school behaviour data and student self-assessment of Personal and Social Core Competencies

- Students will complete a self assessment after “Regulation /Movement breaks (e.g. Bikes)
- Strategies and Initiatives
- New Strategies / Where We’re Headed:
- Respectful Relations Programs
- Mind and Movement sessions – Yoga in the classrooms
- Exercise/movement machines in the classroom: (Bikes, mini-tramps)
- Blazers/RCMP EDGE Program
- Adoption of Growth Mindset and Resilience-building Themes
- Self-assessment of Personal and Social Competencies; link to self-awareness
- Empathy training – Canucks Autism Network
- Peer mentorship (buddy classes)
- Self Regulation Breaks
- Sensory pods and swing
- Roots of Empathy Program
- School-wide implementation of BEST Buzz
- Social Skills & Anxiety Groups

Resources Required:

- Creation of a Sensory Regulation room with equipment
- Purchase of Virtues Program for the school

Progress on Goal and Summary Comments

- The previous three years, we have kept close track of office referrals, and have noticed a marked decrease over this time; this year, we had significantly fewer again for the first three months of the school year, with an increase in the three months following the Christmas break
- We continue to give out BEST BUZZES – our positive reinforcements, and we’ve kept track of this data
- We’ve acquired numerous pieces of equipment, and made up self regulation kits for each classroom
- Student Survey Fall 2019 - 205 student responses from our “Bikes in the Class” survey. Ninety-four percent of students felt an increased ability to engage with their learning after using the bikes.

Name: _____

After using the bike I now feel:

Relaxed and calm 🌴

Alert and focused 📖

The same as before 😐

More stressed / anxious 😞

Relaxed and calm	Alert & Focused	Same	More stressed & anxious
139	74	14	0

- Our 2021 DEWRS Survey data shows results consistent with previous years when looking at key indicators of Social and Emotional Wellness.

THIS YEAR’S DEWRS DATA

- 82% feel safe at school. The Canadian norm is 65%

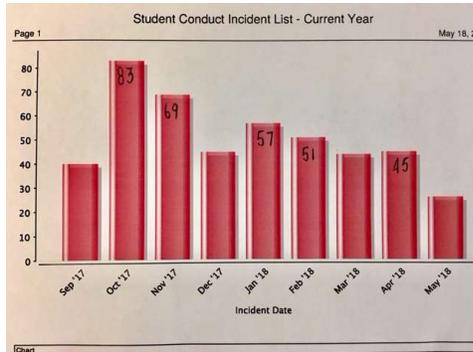
- Positive student/teacher relations were rated at 8.5 out of 10. The Canadian norm is 8.3
- Students rated the disciplinary climate of the classroom to be 7.1 out of 10. The Canadian norm is 6.8

Office Referral Data

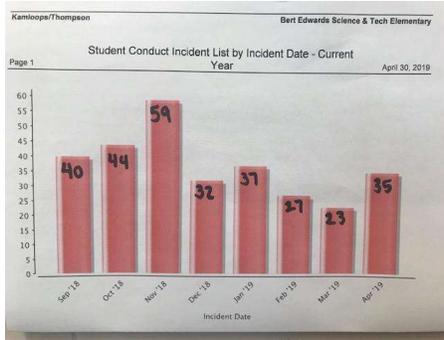
Referrals have decreased steadily over the last four years, with this year being similar to last year.

Sept to April 30th	2017-2018	2018 - 2019	2019 - 2020	2020-2021
Office Referrals	432	297	141 To Spring Break	213

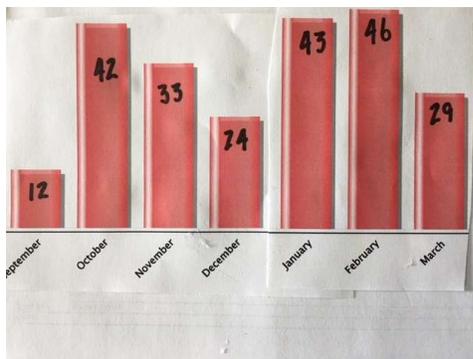
Office Referral Data 2017-2018



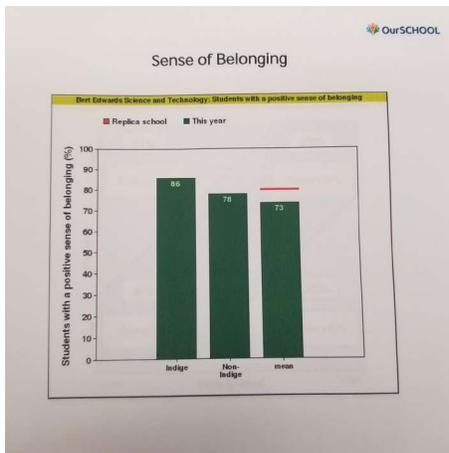
Office Referral Data 2018-2019



Office Referral Data 2019-2020



Sense of Belonging Amongst Aboriginal Students



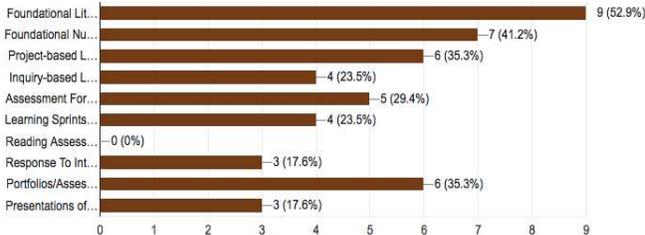
Professional Learning Plan

As a staff we have discussed our Professional Learning Cycles, and what they will look like at BEST. In the past, the teaching staff was surveyed regarding their perceived areas of need (eg. Curricular areas, Strategies such as Inquiry/PBL/Presentations of Learning, preferred modes of delivery, and possibilities regarding structures to facilitate teacher collaboration) and that feedback will be used to engage our District Coordinator teams for the purpose of planning meaningful Professional Learning opportunities for staff in 2020-2021 that will support our identified School Learning Plan Goals.

In summary, our staff continue to identify Foundational Literacy and Numeracy high-yield strategies as their greatest areas of focus, which is a great fit for our goals. Project-based Learning strategies and Portfolio/Assessment strategies continue to be identified as areas where teachers would appreciate professional development. The survey results summary that follows is still seen as valid.

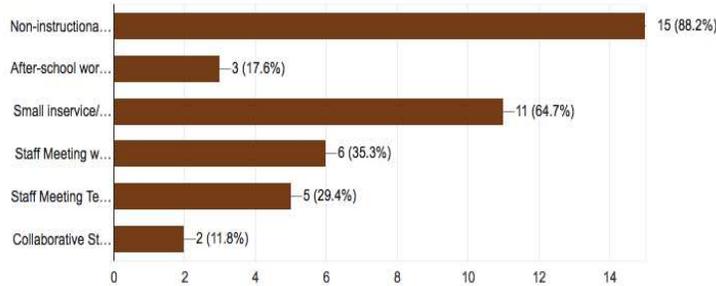
Please pick your top THREE areas from the list below of possible Pro-D opportunities in our District next year (2017-2018). Please tick only three.

17 responses



Please select your preferred "mode" of Professional Development delivery of your chosen topics. Again, please select your top 3 choices.

17 responses



Based on a April 29th 2019 survey of teaching staff we found:

- 91% feel that we have made an impact with our students this year with our goals in Mathematics;
- 100% have noticed a positive impact with their students during classroom math lessons;
- 70% have used CGI in their classrooms this year;
- 87% have noticed a positive impact with their students as a result of using CGI;
- 100% are planning to use CGI in the future.

We used the results of this staff survey, in the planning of our Professional Learning Cycle for 2019-2020. In particular, we had teachers leading initiatives in Mathematics during the school year – at staff meetings and team teaching for instance. All of our teachers have used CGI in mathematics at some time this year, and all staff have reported an increased confidence with mathematics problem solving in particular amongst their students. We will continue to release staff for team teaching during the 2021-2022 school year - we have several lead teaching staff for CGI in particular – and all of our staff are committed to growth in this area. We are keen to move forward with the collection of additional data, and having more primary teachers involved with CGI. Teachers are enthusiastic about the prospect of designing a system that will better meet their own needs as they try to meet those of their students, and we are collectively excited about continuing to work on taking action and making an impact with our students and - along with our BEST community - revisiting our school goals during the 2021-2022 school year.