Dynamic Document

# M.V. Beattie Elementary
# School Learning Plan 2026-2027

## School Context:

Nestled in the scenic surroundings of Enderby, British Columbia, M.V. Beattie Elementary serves as a cornerstone of the local community. With an enrolment of approximately 285 students, our school is supported by a dedicated team of nearly 40 staff members, including teachers, certified education assistants, custodians, itinerant specialists, and administrative personnel.

Our student body reflects the rich diversity of the region, drawing families from Enderby, Ashton Creek, Mabel Lake, and other nearby rural areas. Approximately one-quarter of our students identify as Indigenous, and we maintain a strong partnership with the Splatsin Band's education department to support culturally responsive learning.

As a school community, we take great pride in our students' growth and achievements. We are committed to fostering a culture of continuous improvement, encouraging learners to embrace challenges and strive for excellence. At the same time, we remain focused on nurturing meaningful and authentic learning experiences.

## Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 83 Non-Fiction Writing Assessments…

### Literacy Goal:

By June 2027, at least **60% of students at M.V. Beattie Elementary will be achieving at a Proficient or Extending level in writing**, as measured by school-based writing assessments, BC Performance Standards rubrics, and ongoing classroom-based evaluation.

Students will:

- Strengthen their use of writing conventions (capitalization, punctuation, spacing, spelling, and formatting)
- Develop clarity and organization from sentence-level writing to structured paragraphs
- Write appropriately to grade-level expectations across genres
- Increase independence, stamina, and ability to revise and improve their writing

Progress will be monitored through **school-wide writes, rubric-based assessment, and teacher assessment of student writing samples** to ensure consistent expectations and achievement across all grade levels.

### Numeracy Goal:

By June 2027, at least **70% of students at M.V. Beattie Elementary will be achieving at a Proficient or Extending level in numeracy**, as measured by school-based assessments, SNACC data, and ongoing classroom-based evaluation.

Students will:

- Develop strong number sense and conceptual understanding
- Apply a variety of strategies to solve mathematical problems
- Build accuracy and fluency with core operations
- Communicate their mathematical thinking clearly

Progress will be monitored through **school-based assessments, SNACC results, and teacher assessment of student work** to ensure consistent expectations and achievement across all grade levels.

### Strategies and Actions:

**Literacy Goal Context: What's Going on for Our Learners?**
**Strategies and Actions to Support Literacy Growth**

- **Kindergarten – Grade 2**
  - ***Focus: Clear Writing***
    - **Students will:**
      - Write clear, simple sentences
      - Use **capital letters, spacing, and punctuation** consistently
      - Apply **sensible (phonetic) spelling** and learn high-frequency words
    - **Strategies:**
      - Daily modeled and shared writing
      - Sentence frames and guided writing practice

### Strategies and Actions:

**Numeracy Goal Context: What's Going on for Our Learners?**
**Strategies and Actions to Support Numeracy Growth**

- **Kindergarten – Grade 2**
  - ***Focus: Building Number Sense and Joy in Mathematics***
    - **Students will:**
      - Develop foundational **number sense and positive attitude for Math**
      - Learn how to use **manipulatives and math tools** effectively
      - Explore **multiple strategies** for solving problems
      - Practice solving simple **word problems**
    - **Strategies:**

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**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

        - Explicit teaching of conventions (letter formation, capitals, spacing, punctuation)
        - High-frequency word and irregular word practice using orthographic mapping
- **Grade 2 – Grade 4**
    - ***Focus: Organized Stories and Correct Conventions***
        - **Students will:**
            - Write **complete sentences** with proper conventions
            - Spell **high-frequency words correctly**
            - Edit and revise their writing
            - Begin organizing ideas into short paragraphs
        - **Strategies:**
            - Explicit instruction in story structure (mentor texts, anchor charts, modeling)
            - Adrienne Gear Graphic organizers (story maps, beginning–middle–end)
            - Guided editing and peer feedback
            - Mini-lessons on grammar, punctuation, and spelling patterns
            - Teacher conferencing and goal-setting
- **Grade 4 – Grade 6**
    - ***Focus: Stamina, Paragraph Writing, and Organization***
        - **Students will:**
            - Build **stamina for writing** and sustain longer tasks
            - Use **proper formatting** (writing on lines, conventions, spacing, paragraphs)
            - Write structured paragraphs including: main idea and supporting details
        - **Strategies:**
            - Daily extended writing opportunities
            - Explicit instruction in paragraph structure
            - Use of editing checklists and rubrics
            - Vertical wall practice for writing conventions

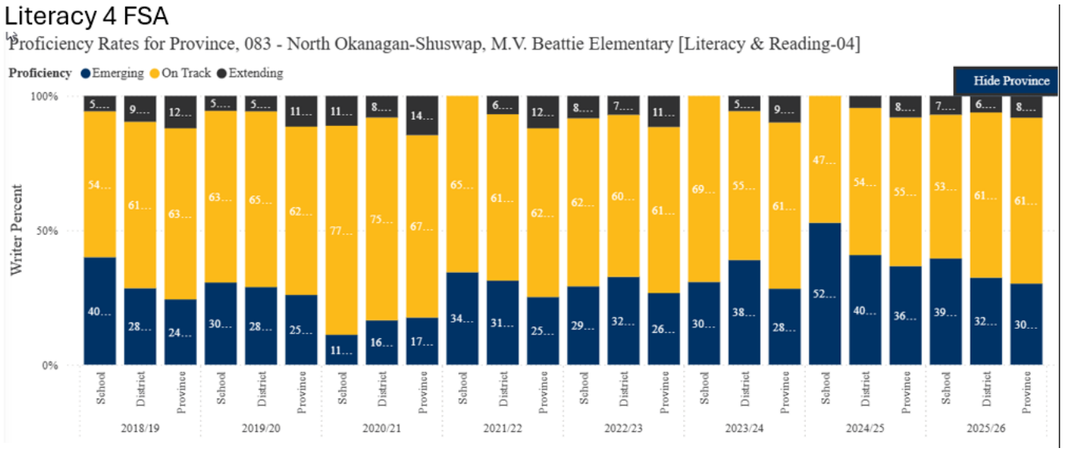
- **Instructional Resources & Professional Learning**
    - School Wide Write protocol
    - Adrienne Gear Fiction/Non-Fiction/Poetry strategies
    - "Secret Stories" phonics program
    - UFLI Phonics Program
    - Heggerty Phonics Awareness
    - Jolly Phonics instruction
    - Writing Continuum and Guided Writing
    - Teacher mentoring and conferencing
    - Teacher mentoring and conferencing
- **Student Choice & Motivation**
    - Making books – choice for topic, whole group lessons to introduce conventions, strategies, brainstorming, etc.
    - Independent journaling and writing at appropriate levels
    - Structured and scaffolded brainstorming and note-taking practice

        - Hands-on learning with manipulatives (counters, ten frames, number lines)
        - Play-based and inquiry-based math activities
        - Daily number routines (counting, subitizing, number talks)
        - Teacher modeling of multiple strategies
- **Grade 2 – Grade 4**
    - ***Focus: Strategy Development and Foundational Operations***
        - **Students will:**
            - Build **math vocabulary** and explain their thinking
            - Use **multiple strategies** to solve addition and subtraction problems
            - Develop accuracy with **subtraction (with and without regrouping)** *(identified area of concern)*
            - Apply skills to solve **word problems**
        - **Strategies:**
            - Explicit instruction in addition and subtraction strategies
            - Focused intervention on **subtraction with regrouping**
            - Use of visual models (base-10 blocks, number lines, place value charts)
            - Daily problem-solving and math talk opportunities
            - Guided practice and small group instruction targeting gaps
- **Grade 4 – Grade 6**
    - ***Focus: Fluency, Reasoning, and Communication***
        - **Students will:**
            - Develop **multiplication fluency**
            - Strengthen **proportional reasoning**
            - Solve multi-step problems using **multiple strategies**
            - Clearly **explain and justify their mathematical thinking**
        - **Strategies:**
            - Regular practice to build multiplication automaticity
            - Problem-solving tasks focused on proportional thinking
            - Math discussions and written explanations of thinking
            - Use of real-world and open-ended problems
            - Instruction in multiple strategies and flexible thinking

- **Instructional Resources & Professional Learning**
    - Use SNACC Fall results to guide instruction
    - Collaborate with district numeracy support to analyze school-wide math assessments
    - Peter Liljedahl's *Building Thinking Classrooms*
    - Numeracy Helping Teacher Residency (Gr. 2/3)
    - Teacher collaboration to analyze data and adjust practice
    - Math Daily 3 structure: Independent work, Guided instruction, and Math games
    - Number Talks and Esti-Mysteries to build mental math and estimation skills
    - Mathology in Grade 5/6
- **Student Engagement & Confidence Building**
    - Introduce math games to make learning interactive and fun
    - Encourage student self-evaluation and individual math conferencing

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<tr><td></td><td>
<ul>
<li>Use manipulatives to support conceptual understanding</li>
<li>Minimum 45 minutes of Math instruction daily</li>
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<tr><td>Data to Inform/Support Literacy Goal:</td><td>Data to Inform/Support Numeracy Goal:</td></tr>
<tr><td>
What's Going on for Our Learners? How Do We Know?<br>
Writing data will be collected through school-wide writes, BC Performance Standards, classroom-based assessments, and qualitative sources such as student work samples and teacher observations. This data will be used to monitor student progress in writing conventions, organization, and written expression, and to guide instruction across grade levels.<br><br>
Our learners are showing steady growth in literacy, with noticeable gains in reading fluency and comprehension. This progress is the result of intentional instructional practices, including the use of shared language across primary grades and a balanced approach to individual, small group, and whole-class instruction.<br>
We use a combination of quantitative and qualitative data to understand and support our learners:<br>
Quantitative Data Sources:
<ul>
<li>Writing Continuum and Standards-Based Assessments: Ensure consistent evaluation of writing aligned with curriculum expectations.</li>
</ul>
Qualitative Data Sources:
<ul>
<li>Teacher Observations: Offer rich insights into student engagement, learning behaviors, and strategy use during literacy tasks.</li>
<li>Student Conferences and Work Samples: Provide context for understanding student thinking, voice, and growth over time.</li>
<li>Anecdotal Records: Help track individual learning journeys and inform personalized instruction.</li>
</ul>
By integrating both types of data, we gain a comprehensive understanding of each learner's progress and needs. This allows us to make informed instructional decisions, celebrate growth, and provide timely interventions to ensure all students continue to thrive in their literacy development.
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Data to Inform and Support Numeracy Goal<br>
Despite several years of support from the District's Numeracy Support Program and the dedication of a talented and committed group of intermediate teachers, improving student outcomes in numeracy remains a challenge. We have implemented a variety of strategies, including:
<ul>
<li>Using daily and weekly word problems and other District provided Math provocations</li>
<li>Applying strategies modeled by our Numeracy Support Teacher.</li>
<li>Engaging in professional learning through Peter Liljedahl's Vertical Math approach and participation in the Mathology Pilot Program.</li>
</ul>
While these efforts have contributed to professional growth and instructional innovation, our student achievement data indicates that numeracy continues to be an area requiring focused attention.<br><br>
What's Going on for Our Learners? How Do We Know?<br>
Our learners are showing varying levels of confidence and competence in numeracy. Many students demonstrate procedural understanding but struggle with conceptual reasoning, problem-solving, and applying mathematical thinking in unfamiliar contexts.<br>
We use a combination of quantitative and qualitative data to understand student learning:<br>
Quantitative Data Sources:
<ul>
<li>Classroom Assessments (Formative and Summative): These provide insight into student mastery of specific skills and concepts.</li>
<li>Standardized Tests: Offer a broader view of student performance in relation to district and provincial benchmarks.</li>
</ul>
Qualitative Data Sources:
<ul>
<li>Teacher Observations and Anecdotal Notes: Reveal patterns in student engagement, perseverance, and strategy use during math tasks.</li>
<li>Student Reflections and Math Journals: Provide insight into student thinking, confidence, and attitudes toward math.</li>
<li>Collaborative Problem-Solving Tasks: Help assess students' ability to communicate mathematical reasoning and work effectively with peers.</li>
</ul>
By analyzing both types of data, we are better able to identify learning gaps, adjust instruction, and provide targeted support. This comprehensive approach also helps us understand the broader context of student learning—beyond test scores—so we can foster deeper mathematical understanding and confidence.
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## Literacy 4 FSA

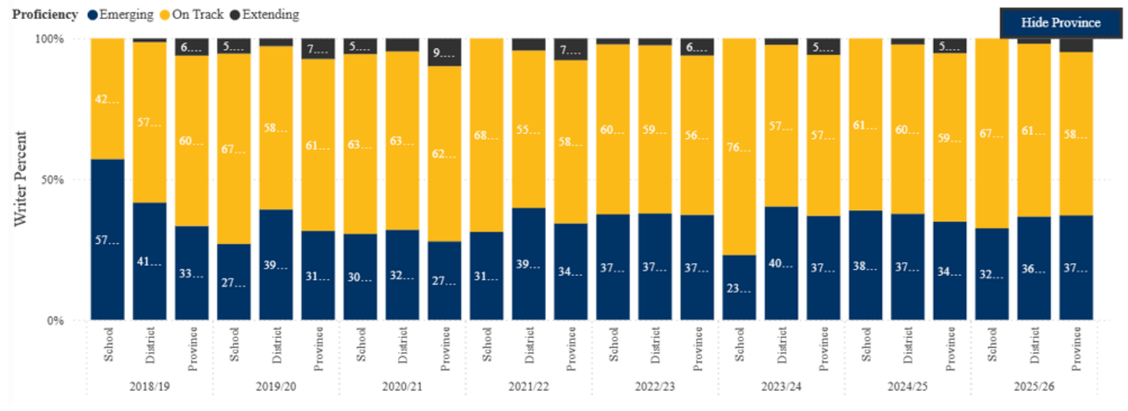



**District:** 32% EMG, 61% On Track **M.V.B 2025/26:** 39% EMG, 53% On Track

**School Trends**

- Best Year: 2020/21 (lowest Emerging at 11%, highest On Track at 77%).
- Recent Decline: Emerging rose to 39% in 2024/25, while On Track dropped to 53%.

## Numeracy 4 FSA



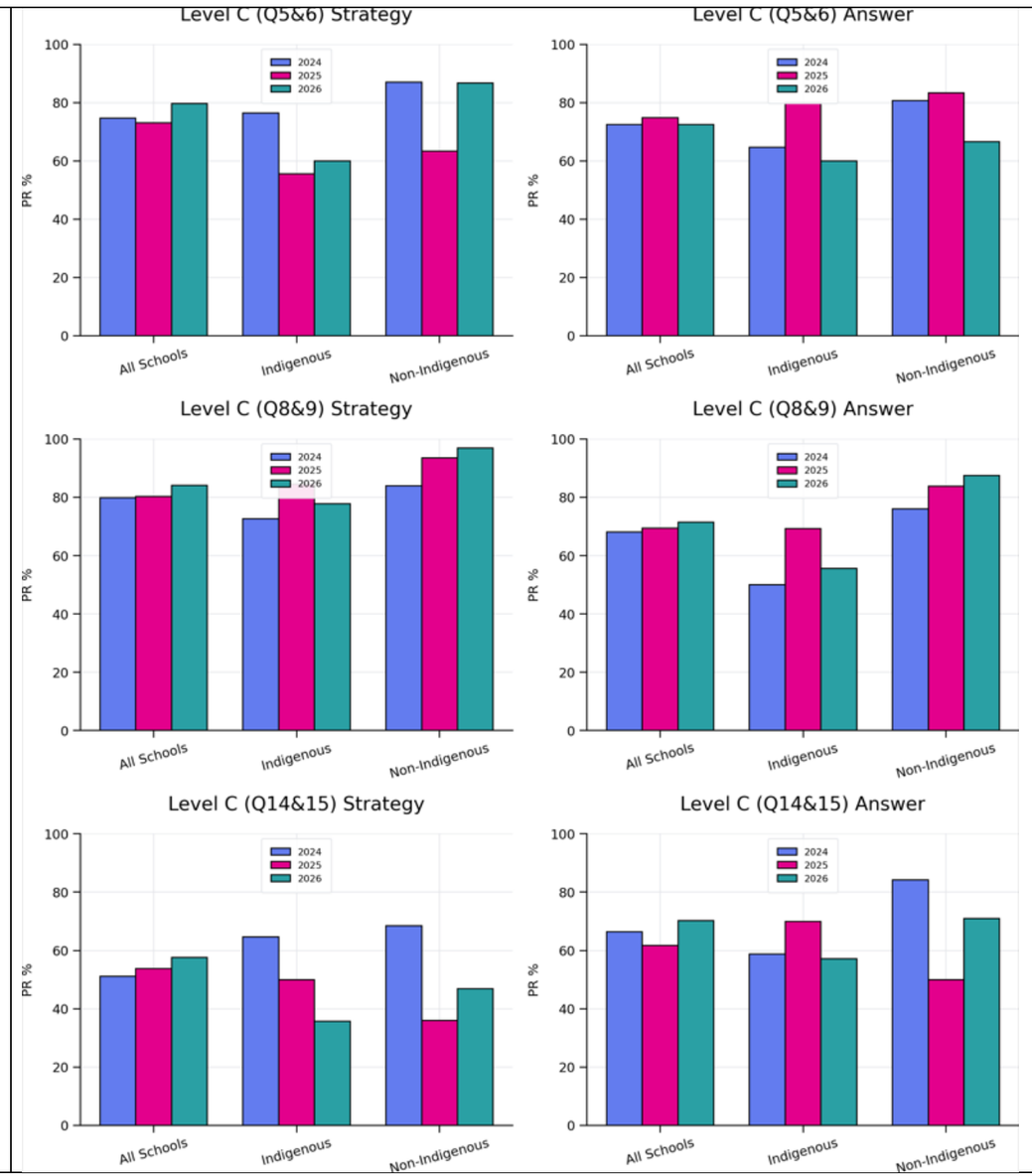

**District:** 36% EMG; 61% On Track **M.V.B. 2025/26:** 32% EMG; 67% On Track

**School Trends**

- 2018/2019: Highest Emerging rate (57%) and lowest On Track (42%) — weakest year.
- 2023/2024: Best performance — Emerging dropped to 23%, On Track rose to 57%.
- 2025/2026: On Track rose to 67% (outperforming District and Provincial averages).

**SNACC Data**

Grades 2-6 Problem Solving data analysis 2022-2026


Level C (Q5&6) Strategy
Level C (Q5&6) Answer
Level C (Q8&9) Strategy
Level C (Q8&9) Answer
Level C (Q14&15) Strategy
Level C (Q14&15) Answer
PR %
2024
2025
2026
All Schools
Indigenous
Non-Indigenous

## Data Analysis/Narrative:

To come as we collect more writing data.

## Data Analysis/Narrative:

**Key Observations**

- **2022** shows a spike in EM% for most metrics, especially Q11-13 Strategy and Answer (58.67% and 62.89%).
- **PR%** remains strong across all years, but 2021 and 2023 have higher PR% for most metrics compared to 2022.
- **Q14&15 Strategy** consistently has lower PR% and EM%, indicating this area might need targeted improvement.
- **2022**: High proportion of Emerging, moderate Proficient.
- **2023**: Slight improvement in Proficient but Emerging still significant.
- **2024**: Noticeable increase in Proficient, reduction in Emerging—positive trend.

# Strategic Priority: Human and Social Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*
- Goals must be focused on measuring a sense of belonging.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

# Strategic Priority: Organizational Development

- In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel socially, emotionally, and mentally supported within their schools and the district.*
- The goal must be focused on STUDENT well-being.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

## Sense of Belonging Goal:

**SMART Goal:**
*By June 2027, 90% of M.V. Beattie students will report feeling connected to their school and community, as measured by student surveys and supported by qualitative feedback from staff observations and student reflections.*

**What's Going on for Our Learners? How Do We Know?**
We believe that a strong sense of belonging is foundational to student well-being and academic success. While many of our students report on positive relationships with peers and staff, we recognize that not all students consistently feel connected to the school community. This is particularly evident among students who are new to the school, from diverse backgrounds, or who face social-emotional challenges.

## Student Well-Being Goal:

**Student Well-Being Goal**
**SMART Goal:**
*By June 2027, 90% of students at M.V. Beattie will report feeling socially, emotionally, and academically supported by staff, as measured through student surveys, classroom feedback, and staff observations.*

**What's Going on for Our Learners? How Do We Know?**
While many students report feeling supported and connected, we continue to see needs in areas such as emotional regulation, peer relationships, and academic confidence. These needs are particularly evident during transitions, unstructured times, and for students requiring additional emotional support.

## Strategies and Actions:

**Strategies and Actions to Support the Sense of Belonging Goal**
To support our goal that *by June 2026, 90% of M.V. Beattie students will report feeling connected to their school and community*, we are implementing a wide range of intentional strategies that foster inclusion, connection, and a strong sense of community.

**Cultural and Character Education**

- **The 7 Grandfathers' Teachings**: These teachings are embedded into school culture through:
  - Assemblies and classroom presentations
  - Ongoing activities and reflections
  - Intentional morning announcements that highlight one teaching each week, connecting it to student actions, school events, and real-life examples.

**Student Engagement and Connection**

- Student Buddy Groups: Pairing intermediate and primary students to build mentorship and cross-grade friendships.
- Family Reading Sessions: Strengthening home-school connections in a welcoming, literacy-rich environment.

## Strategies and Actions:

**Strategies and Actions to Support Student Well-Being**
We are committed to fostering a school environment where every student feels safe, supported, and valued. Our strategies include:

**Social-Emotional Learning and Support**

- Daily Check-Ins and Classroom SEL Activities to build emotional awareness and resilience.
- Access to Counselling and Behavioural Support:
  - Our School-Based Counsellor and School Inclusion Resource Teacher use empathetic listening, restorative practices, and individualized coaching to support students in managing emotions, resolving conflicts, and building self-awareness.
  - These staff members also collaborate with classroom teachers to model and reinforce empathy, inclusion, and emotional safety.

**Academic Support and Flexibility**

- Differentiated instruction and flexible learning environments.

- Intramural and Extracurricular Sports: Promoting teamwork, school spirit, and physical well-being.
- Student Leadership Opportunities: Students emcee cultural presentations, lead announcements, and participate in school-wide events.
- Community Volunteering: Grade 6 students serve at the Seniors' Centre and collaborate on garden projects with local partners.

**Community Partnerships**

We actively seek opportunities to connect students with the broader community to deepen their sense of belonging and civic engagement:

- Shihiya School and Splatsin Education Department: Collaborations that support Indigenous learning, cultural exchange, and relationship-building.
- Grindrod School and A.L. Fortune School: Joint events, shared learning experiences, and student leadership opportunities across schools.
- Seniors' Lunch Bunch: Weekly volunteering by Grade 6 students fosters intergenerational relationships and community service.
- City Gardening Club: Students work alongside community members to care for shared green spaces, promoting environmental stewardship and teamwork.

**Staff Modeling and Culture**

- Collaborative Teaching Practices: Teachers share students, co-teach, and problem-solve together, modeling positive relationships and caring about school culture.
- Staff Well-Being Initiatives: Including:
  - *Shout Outs* and *Bucket Filling*
  - *Staff Yoga & Meditation*
  - *Secret Pals*, *Social Committee* events, and a *Family Pet Wall*

- Homework support and learning labs for targeted academic help.
- Collaborative problem-solving among staff to support students holistically.

**Parent/Caregiver Connection and Collaborative Problem-Solving**

- Regular communication with families to build trust and shared understanding of student needs.
- Collaborative planning meetings that include parents/caregivers, students, and staff to co-create support plans.
- Student voice and choice are prioritized in these conversations, empowering learners to take ownership of their goals and strategies.

**Positive School Culture**

- Integration of The 7 Grandfathers' Teachings into daily life.
- Intentional Morning Announcements that promote kindness, empathy, and belonging.
- Student leadership opportunities and voice in school decisions.

**Community and Peer Connections**

- Buddy programs and inclusive student groups.
- Partnerships with:
  - Shihiya School and Splatsin Education Department
  - Grindrod School and A.L. Fortune School
  - Seniors' Lunch Bunch and City Gardening Club

## Data to Inform/Support Sense of Belonging Goal:

**What's Going on for Our Learners? How Do We Know?**

At M.V. Beattie, we are deeply committed to understanding the full experience of our learners—academically, socially, and emotionally. Our students are showing growth in many areas, but we also recognize ongoing challenges that require targeted support and responsive strategies.

We gather a combination of **quantitative** and **qualitative** data to gain a comprehensive understanding of student needs and experiences:

**Quantitative Data:**

- **Student Learning Surveys** and **Safe-Spaces Surveys** provide measurable insights into how supported students feel by staff and peers.
- **Attendance and Behavioural Data** help identify patterns of disengagement or emotional distress.
- **Academic Assessments** (formative and summative) highlight areas of strength and need in literacy, numeracy, and other core subjects.

**Qualitative Data:**

- **Teacher and EA Observations** offer real-time insights into student engagement, emotional regulation, and peer interactions.
- **Student Voice** is gathered through classroom discussions, reflection journals, and informal conversations, helping us understand how students perceive their school experience.
- **Parent/Caregiver Feedback** from meetings, phone calls, and surveys provides valuable context and helps us build collaborative support plans.

## Data to Inform/Support Student Well-Being Goal:

**What's Going on for Our Learners? How Do We Know?**

At M.V. Beattie, we are deeply committed to understanding the full experience of our learners—academically, socially, and emotionally. Our students are showing growth in many areas, but we also recognize ongoing challenges that require targeted support and responsive strategies.

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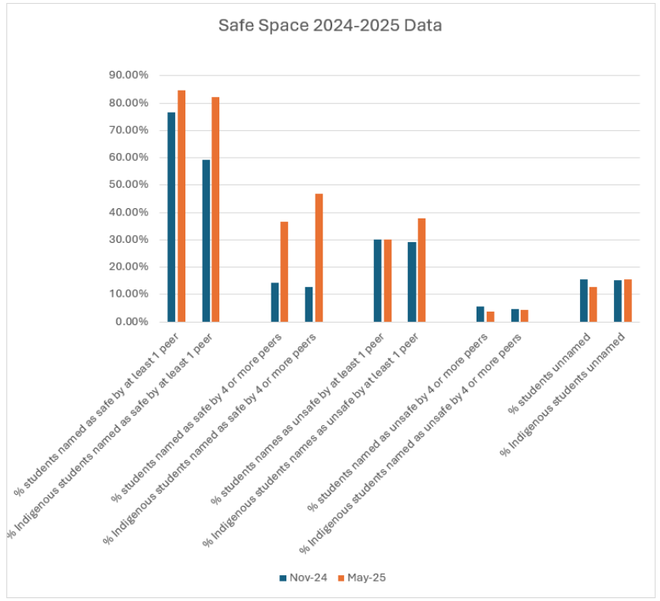
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- **Counsellor and Behavioural Support Staff Input**—based on empathetic, relationship-based work with students—helps identify underlying emotional or social challenges that may not be visible in academic data alone.

This holistic approach allows us to respond to student needs with empathy, flexibility, and intentionality—ensuring that every learner feels seen, heard, and supported.




## Data Analysis/Narrative:

**Emerging Patterns**

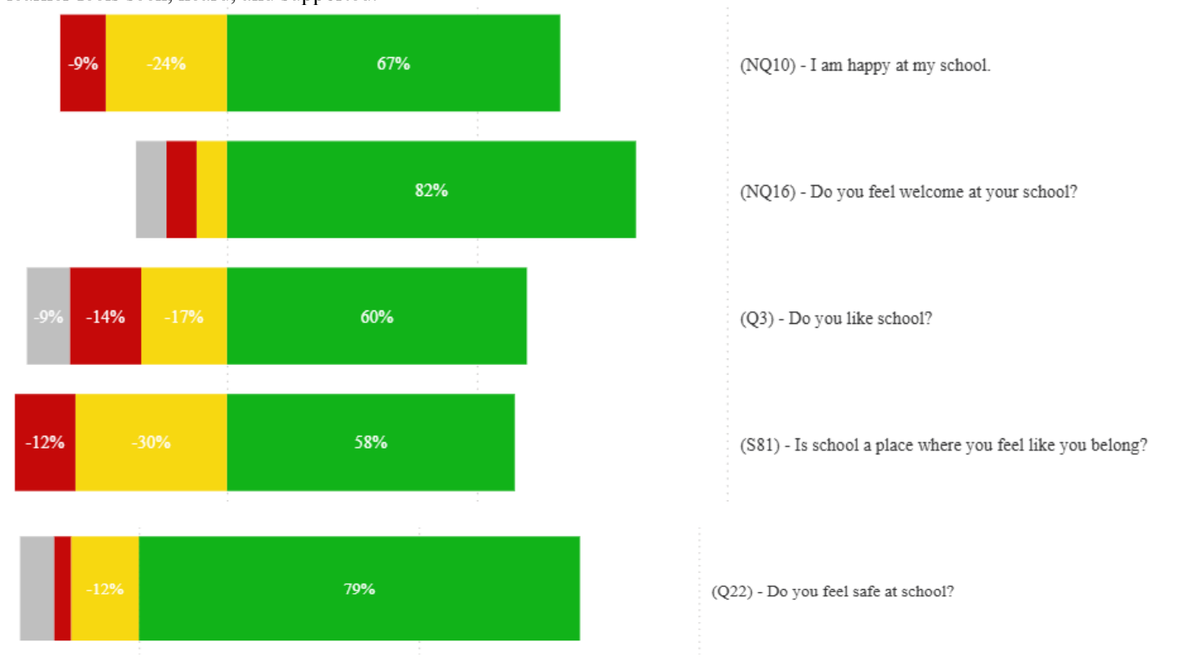
- Safety recognition is improving significantly, especially for Indigenous students.
- Peer acknowledgment matters: The jump in "safe by 4+ peers" suggests stronger community bonds.
- Unsafety perceptions need attention: Particularly for Indigenous students, where unsafe ratings increased.
- Unnamed students remain a challenge: Indicates some students are still disconnected or unnoticed.

**Interpretation**

- **Overall trend:** Belonging is improving, especially for Indigenous students, but social polarization (safe vs. unsafe) and invisibility remain issues.
- Sense of belonging thrives when students are widely recognized as safe and included, and when no one is left unnamed or stigmatized.

- **Counsellor and Behavioural Support Staff Input**—based on empathetic, relationship-based work with students—helps identify underlying emotional or social challenges that may not be visible in academic data alone.

This holistic approach allows us to respond to student needs with empathy, flexibility, and intentionality—ensuring that every learner feels seen, heard, and supported.




## Data Analysis/Narrative:

**1. Safety as a Foundation for Well-being**

- From the Safe Space chart and the survey question *"Do you feel safe at school?"* (79% positive), we see most students feel safe, but not all.
- Safety is a basic psychological need; without it, stress and anxiety rise, which negatively impacts mental health and learning.

**2. Belonging and Emotional Health**

- Survey responses show:
  - *Happy at school*: 67%
  - *Feel welcome*: 82%
  - *Feel like you belong*: 58%
- Belonging is lower than safety, which suggests some students feel socially disconnected.

**3. Peer Recognition and Social Well-being**

- Safe Space data shows big gains in students named as safe by peers (and Indigenous students especially), which likely boosts confidence and inclusion.
- However, 15% unnamed and 30% unsafe perceptions indicate some students remain marginalized—this can harm self-esteem and emotional well-being.

**4. Indigenous Student Well-being**

- Improvements in safety recognition for Indigenous students are positive, but the rise in unsafe labeling signals mixed experiences, which can affect cultural identity and well-being.

**Overall Connection**

- **Safety + Belonging = Well-being**
  Students who feel safe and included are more likely to be happy, engaged, and resilient. Gaps in belonging and peer recognition highlight areas where well-being support is needed.

# Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.

## Strategies and Opportunities for Career Development:

**Career Development Goal**

**SMART Goal:**

*By June 2027, 100% of students in Grades K–6 will participate in at least two career awareness activities per year—such as guest presentations, field trips, or classroom projects—that help them explore personal interests, develop communication and problem-solving skills, and build awareness of diverse career pathways.*

**Career Exploration Strategies for K–6 Students**

**1. Foundational Skill Development**

- Primary Grades (K–3): Focus on developing collaboration and problem-solving through play-based learning, group tasks, and storytelling.
- Intermediate Grades (4–6): Emphasis on communication, critical thinking, and teamwork, with structured opportunities to explore interests and present ideas.

**2. Real-World Career Exposure**

- Classroom Guest Speakers:
  - Parents, guardians, and community members are invited to share their career journeys and experiences.
  - Presentations cover a wide range of professions (e.g., healthcare, trades, emergency services, agriculture, technology, arts).
- Field Trips:
  - Visits to local workplaces such as:
    - Fire Hall
    - Dairy Farm
    - Local businesses or municipal departments
  - These experiences help students see careers in action and understand the roles people play in their communities.

**3. Entrepreneurial Learning**

- Grade 5 & 6 Entrepreneur Projects:
  - Students design and run small businesses (e.g., crafts, baked goods, services).
  - Projects include budgeting, marketing, customer service, and profit tracking.
  - Funds raised can be used to help pay for field trip fees or school-related expenses, giving students a real-world understanding of financial literacy and self-sufficiency.

**4. Classroom-Based Career Learning**

- Career-Themed Projects:
  - Students explore different roles in the community through research, creative presentations, and role-play.
- Literacy and Writing Integration:
  - Reading books and writing assignments centered around jobs, biographies, and community helpers.

**5. Student Voice and Reflection**

- Journal writing:
  - Students reflect on their interests, strengths, and what they've learned about different careers.
- Choice-Based Learning:
  - Students choose which careers they want to explore more deeply through inquiry projects or presentations.

## Resources and Professional Learning

Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.

**Resources and Professional Learning**

To support the successful implementation of our school goals, M.V. Beattie is committed to building staff capacity through targeted professional learning, collaborative structures, and access to high-quality resources. These efforts are aligned with our focus areas in literacy, numeracy, student well-being, and career development.

**Professional Learning Structures**

- Reciprocal Learning Teams: Teachers collaborate in inquiry-based groups to explore questions related to improving instructional practice and student achievement.
- Staff Meeting Teacher Sharing: Staff meetings include time for teachers to share effective practices and participate in appreciative inquiry sessions.

**District and School-Based Initiatives**

- Numeracy Teacher Residency: Grade 2 and 3 teachers will work directly with District staff to strengthen Math pedagogy and support instruction.
- Literacy Support: Our Learning Support Teacher (LST) provides targeted individual and small group literacy support, as well as coaching for classroom teachers.

**Resources to Support Goals**

We have invested in and plan to continue acquiring the following resources:

- Math Manipulatives for hands-on numeracy learning
- Indigenous Storybooks and Cultural Resources to support inclusive literacy instruction
- Technology Tools to enhance engagement and support diverse learning needs
- Career Education Materials including entrepreneur project supplies and field trip support

**Future Learning Needs**

To further support our goals, we recognize the need for continued professional development in the following areas:

- Trauma-Informed and Empathetic Practices: Especially for our School-Based Counsellor and Inclusion Resource Teacher, to deepen their capacity to support student well-being.
- Culturally Responsive Teaching: To ensure our practices reflect and respect the diverse identities and experiences of our students.
- Assessment for Learning: Continued focus on using formative assessment to guide instruction and support student growth.
- Universal Design for Learning (UDL): Professional learning to help staff design flexible, inclusive learning environments that accommodate the variability of all learners and reduce barriers to success.

## School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

**School Learning Plan Consultation Process**

The development of our School Learning Plan at M.V. Beattie has been a collaborative and inclusive process involving staff, students, families, and community partners. We are committed to ensuring that the voices of rights holders and stakeholders are reflected in our planning and priorities.

**Staff Collaboration**

- As a staff, we reviewed previous iterations of our School Growth Plans and engaged in reflective discussions about how our school has evolved, what has influenced those changes, and what our next steps should be to enhance student learning and well-being.
- We examined our current resources and, in several cases, expanded them to better support our goals—such as increasing access to math manipulatives, Indigenous storybooks, and classroom technology.
- At monthly staff meetings, we dedicate time to discuss our School Learning Plan and check-in to see how we are doing.

**Community Engagement**

- We meet with Splatsin Education Department staff regularly to discuss the School Learning Plan and collaborate on learning initiatives.

**Student Voice**

- Students were surveyed to assess their sense of belonging and well-being at M.V. Beattie.
- Their feedback helped identify areas of strength and areas where we can improve how students feel connected, supported, and safe at school.

**Parent and Caregiver Engagement**

- Families were provided with multiple opportunities to share feedback on the School Learning Plan through:
  - Informal conversations
  - PAC SLP discussion
  - Parent/caregiver-teacher meetings
- Their insights have helped shape our goals and strategies, particularly in areas related to student well-being and career exploration.