



M.V. Beattie Elementary School Learning Plan 2024-2025



School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

M.V. Beattie elementary is a community school embedded in the beautiful city of Enderby, BC. Typically, our population hovers around 300 students and is served by close to 40 teachers, CEAs, custodians, itinerant teachers and administration. Our students come from Enderby, Ashton Creek, Mabel Lake and other small neighbouring communities. We have an indigenous population of close to 25%, and work with the education department from the Splatstin Band. As a school community we have tremendous pride in our students and their accomplishments, but we must always press forward to attempt greater challenges and seek higher achievements. However, in doing so we must not lose sight of the fact that our goal is to facilitate deeper learning experiences, and not merely focus on standardized test results.

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. 73 Non-Fiction Writing Assessments...

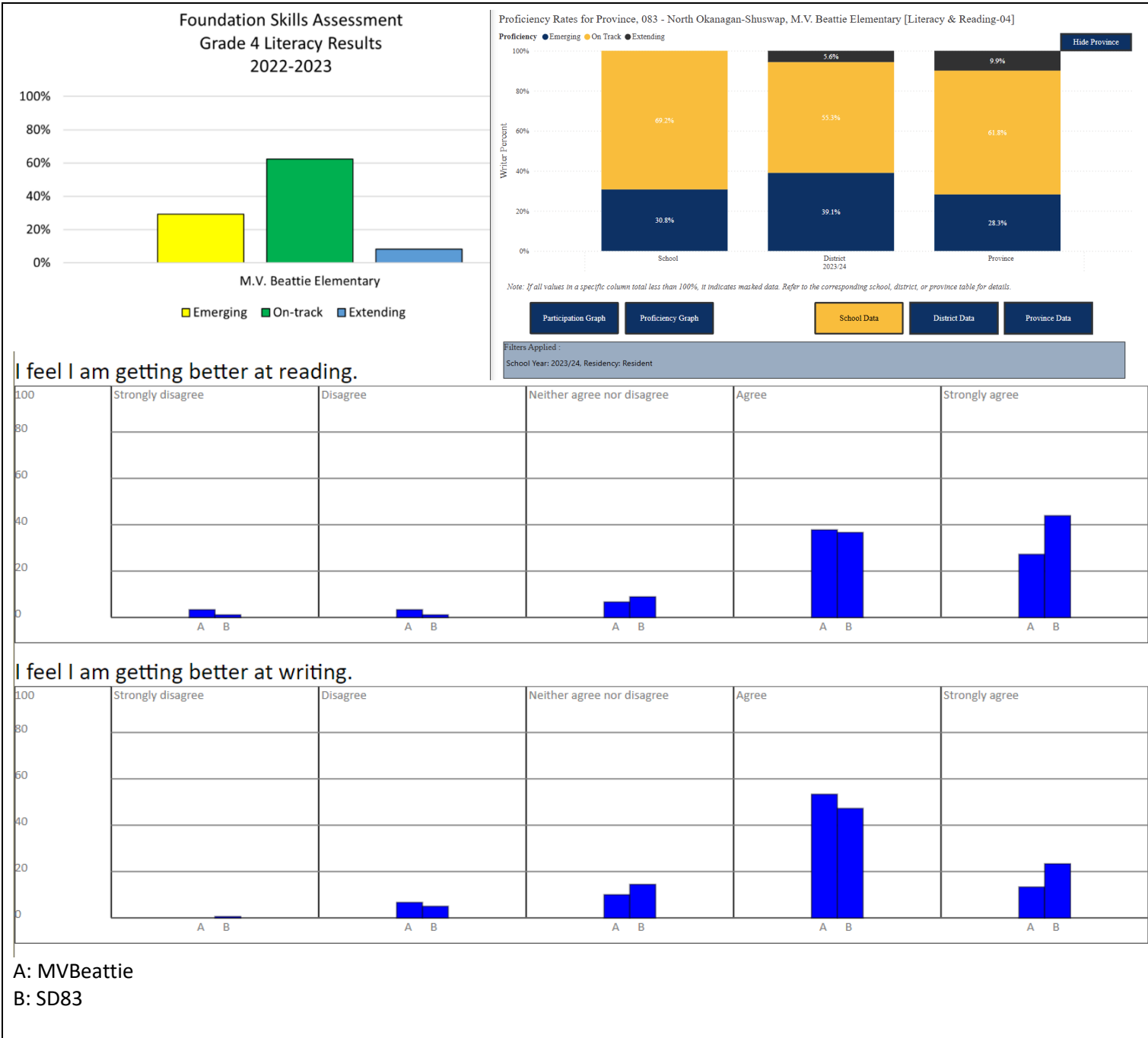
Literacy Goal:	Numeracy Goal:
Students will be able to increase their learning by a year from their September starting point in literacy. Students will have opportunities to read aloud, read to self, and communicate within small groups and to a larger audience. Students will have daily practice writing at their appropriate levels. This will be evidenced by the comparison of PM Benchmarks from the Fall to Spring, Writing Performance Standards, along with the numerous ways that teachers assess their students on a daily basis.	Students will be able to increase their learning by a year from their September starting point in numeracy. Students will be able to use different tools, strategies, and methods to problem solve. Students will have greater confidence in their ability to problem solve. This will be evidenced by the comparison of the Fall and Spring SNACC data, and the teachers’ ongoing formative and summative assessments.
Strategies and Actions:	Strategies and Actions:
LITERACY • Continue with “Read to Someone” (Daily Five) program for grade 1 – 3 students and grade 4-6 students listening and supporting younger readers. • Primary Lit. Stations • Primary Family Reading mornings • Six Minute Solution in Intermediate classes • Buddy reading school wide • Adrienne Gear Fiction/Non-Fiction • “Secret Stories” • LRT/Bridge Teacher Reading groups • Return to our One to One reading programming Fall 2022 • Good Fit book strategies • Continue to use school-based learning resource funds to purchase high interest low reading level books for intermediate students • Librarian to help with teaching students how to determine a “Good Fit” book	• Continue to access district numeracy support to review school wide Math assessments and collaborate with staff on growth areas • Use the district’s weekly Problem Solving questions • SNACC – use Fall results to guide our teaching • Running Records • Introduce Math games • Parent Math Game Evening • Math “Exit Slips” • Vertical Math – Peter Liljedahl’s work • Minimum of 60 mins. of math each day • Student self-evaluation • Individual Math Conferencing • Formative assessments • Using math manipulatives

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

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

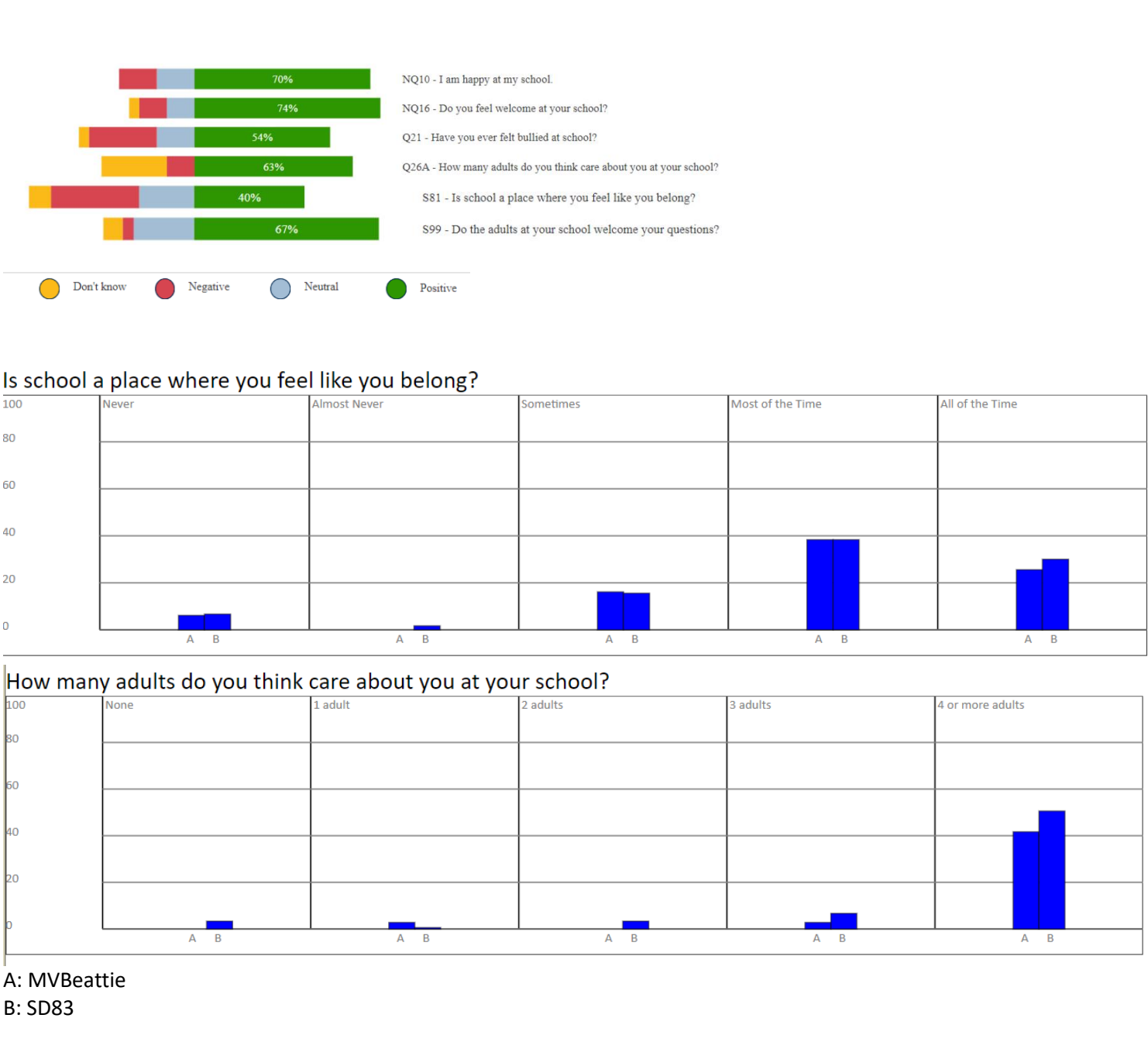
Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

• <i>Use common language to teach reading strategies to older students who in turn will read to younger students.</i> • <i>Encourage parents and guardians to read with students at home – Home reading programs.</i> • <i>Direct parents and guardians to our webpage to access M.V. Beattie’s “Teaching Your Child To Read” videos.</i> • <i>Literacy Circles</i> • <i>Conferencing</i> • <i>Teacher Mentoring</i> • <i>LST support</i> • <i>Guided and Independent Writing</i> • <i>Writing Continuum</i> • <i>Running Records</i> • <i>Weekly Reflections</i> • <i>Independent Journaling</i> • <i>Phonics Instruction (Jolly Phonics)</i> • <i>Guided Writing</i> • <i>Multiple Kindergarten Assessments</i> • <i>UFLI Phonics Program</i>	• <i>Esti-Mysteries</i> • <i>Number Talks</i> • <i>Math Stories</i> • <i>Develop a series of video tutorials for “New” math concepts for parents</i> • <i>Mathology Pilot Program (Intermediate Teachers)</i>
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
Our students continue to show improvements in their literacy rates. We have had continued success with our use of shared language across the primary grades, individual, small group, and full class instruction. We base our information on: • Classroom based assessments • PM Benchmarks Data • The use of a writing continuum and standards-based writing	Despite several years of support from the District’s Numeracy Support program, working with a talented and committed group of intermediate teachers, we continue to struggle with our Numeracy results. We have hosted parent “Math Nights,” used the strategies that are demonstrated by our numeracy support teacher, focused on our own professional growth with staff members being involved in both the Peter Liljedahl’s vertical math, as well as, the Mathology Pilot Program. However, this continues to be an area that needs further attention. We assess the learning growth of our students through: • Classroom assessments – both formative and summative • Standardized Tests
Data Analysis/Narrative:	Data Analysis/Narrative:



Sense of Belonging Goal:	Student Well-Being Goal:
Each M.V. Beattie student will feel connected to our school and community.	Students will feel supported socially, emotionally, and academically by our staff.
Strategies and Actions:	Strategies and Actions:
As a school, we have focused our attention on the aspirational qualities of M.V. Beattie Students through ongoing activities, assemblies, classroom presentations that revolve around The 7 Grandfathers’ Teachings. We also have a vast number of ways to create a sense of belonging and well-being: • A significant impact on how students connect with adults and peers can be traced to what they see modelled by the adults in our school. Our teachers will often share students, team teach, and problem solve together. Students are aware of these positive relationships, and I believe are influenced by the care that exists among staff and the strong culture of caring that exists in our school. • Student Buddy Groups to connect Intermediate and Primary students • Family reading sessions. • At students’ request, we have had an ALLY club (aka GSA club) • Student Intramural sports and Extracurricular sports • One to One Reading with community members • Our Gr. 6s volunteer at the Seniors’ Centre as servers for the Luncheon each Wednesday • We work with community members on our garden projects • Frequent SlideShow Assemblies – which show our students’ involved in a variety of activities inside and out of the classroom. • Students are often asked to be Emcees for Cultural Presentations • Students are learning to make Territory Acknowledgements. • Identify and foster Staff belonging – Shout outs, Bucket Filling, Staff Yoga & Meditation, Secret Pals, Family Pet wall, Social Committee.	• We have a number of our staff involved in the Behaviour Code study group • We have a school counsellor that supports individuals, classrooms and helps our staff via SBT and informal meetings. • Our Bridge Program teacher is involved in proactive teaching of the Zones of Regulation • Our IEWs support students/classes both in small groups and within the classrooms. • Dance Party Fridays • Staff sponsorship of clubs • Student-Staff games (vball, bball, lahal) • Intermediate Leadership Opportunities (Student Secretaries, Daily PA announcements, Lunch Hour Supervision) • “Keepin’ It Cool Cats” – Intermediate students are “Playground Coaches” for the primary students. They learn how to work with students to resolve conflict, work to help students learn how to make friends, help students to become more inclusive in their play groups, etc. • Student survey and staff action planning.
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
• Student Feedback • Parent/Guardian Feedback • Staff Feedback • Student and Staff Survey	• Informal interactions/conversations with students • Student and staff participation in school events • Feedback from StakeHolders • Student and staff Survey

Data Analysis/Narrative:



The K-6 years focus more on developing knowledge, skills and attributes that will enable our students to work with others, develop the resilience to handle challenges, and learn to communicate orally and through writing. Some of the focal points are as follows:

- Primary focus on collaboration and problem solving skills
- Intermediate focus collaboration, problem solving, and communication.
- Class presentations from parents/community members about a variety of different professions.
- Field trips to see different types of careers in action (i.e. Trips to the Fire Hall, Dairy Farm, etc)

Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
• Reciprocal Learning Teams – to assist teachers to work collaboratively as they pursue inquiry questions designed to improve practice and student achievement. • WAAG – Professional Learning Section. Each week teachers receive the “shape of the week” and it includes information related to our ongoing professional learning. • Mathology. Several of our intermediate teachers are engaged in the Mathology working group. • Literacy Support. We continue to have access to individual and small group support via our LST program teacher. • Staff Meeting Teacher Sharing. At each staff meeting teachers are given the opportunity to share some of their practices and to go through an appreciative inquiry session.	• As a staff, we have looked at the previous iterations of our “School Growth Plans” and had discussions about how we have changed, the reasons for the changes, and what our next steps need to be to enhance what we currently do. • We have looked at our resources, and in a number of cases, added to them to ensure that we have the tools necessary to help achieve our goals (adding to math manipulatives, Indigenous storybooks, technology, etc.) • Surveyed students to find out their level of connection (belonging) to our school, and find out areas needed to improve feelings of well-being at MVB.

Edited November 2024