



Bert Edwards Science and Technology School
Annual School Learning Plan 2023-2024
June 2023

711 Windsor Drive
Principal: Kim Edstrom
Vice Principal: Steve Scott



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-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 current BEST consistently enrolls approximately 250 students in twelve 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 6.

BEST has 27 students with an Individualized Education Plan. These students vary greatly in ability and ability to self-regulate. Students receive support through four Certified Education Assistants, an Aboriginal Education Teacher, and our Learning Assistance Resource Teacher who work collaboratively to provide the most appropriate learning support possible.

Our school is made up of:

- 250 students
- 12 classrooms
- 15 teachers
- 1 Learning Assistance Teacher
- 1 Teacher-Librarian
- 2 Administrators
- 4 Certified Education Assistants
- 1 Aboriginal Education Teacher
- 1 Administrative Assistant and one Library Assistant
- 2 Custodians
- 27 students with special learning needs (ministry categories)
- 63 Aboriginal /FN students
- 7 ELL learners

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 worldview 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.

Literacy Results Analysis

Foundational Skills Assessment

Each Fall, all Grade 4 students participate in completing the Foundational Skills Assessment. This assessment includes reading, writing and numeracy components. Scores from our 2020/2021 FSA results indicate that 67% of our students are meeting writing expectations and 89% are meeting reading expectations. Based on these FSA results, it is evident that a focus in writing should be a high priority for our school. Results from the 2022/2023 school year indicate that 81% of our students are meeting or exceeding literacy expectations. Separate scores for reading and writing are no longer possible for this assessment. It is important to note that FSA scores are collected for Grade 4 students only, so the sample size for this assessment is relatively small and exclusive to a particular cohort 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.

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. Scores from our 2021/2022 Primary Reading Assessments indicate that 78% of students in Grades 1-3 are proficient or extending in reading. Our results for all students, as well as Aboriginal students exceed District results in all three grade levels. Once 2022/2023 results indicate that 78.7% of students are proficient or extending in reading. 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.

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 assess the student's reading accuracy and fluency. Our Fall 2022 school results indicated that we are behind overall district outcomes on this assessment. 50% of our students are developing overall and 25% of students are proficient and/or extending overall.

Report Card Data

Each January 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 January report cards will be included in this analysis for all grade levels K-6. 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.

Grade Level	Language Arts 2021/2022 (January) <i>Meeting and/or Exceeding</i>	Language Arts 2022/2023 (January) <i>Meeting and/or Exceeding</i>
K	80%	68%
1	60%	62%
2	88%	85%
3	65%	82%
4	55%	70%
5	57%	56%
6	60%	62%

SCHOOL GOAL: Students will develop stronger literacy skills: reading in primary and written expression in intermediate.

With continued staff professional development, collaboration and reflection we will develop effective practices that will support our students in meeting or exceeding reading and writing 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 reading in primary and writing in intermediate. 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 other areas of literacy such as writing.

Most of our students are meeting or exceeding in reading when we review the Primary Reading Assessments. Teachers are highly committed to developing reading skills in the primary grades 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 writing scores in all grade levels. More specifically, we would like to observe improvements on FSA, NFRA, PRA and report card results.

SCHOOL STRATEGIES:

To improve in writing, we will implement the following:

- School wide literacy interventions for K/1
- School wide writing initiatives
- Primary Guided Reading programs
- Investment in Leveled 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 writing opportunities
- 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
- District Literacy Coordinator Writing Sessions at BEST

To improve classroom practices, we will:

- Designate professional learning time on aspects of reading and writing
- Access recent research that indicates high yield results in reading and writing instruction/assessments
- Develop shared language and goals in the area of reading and writing
- Access collaboration time for staff to work together in planning for reading and writing instruction

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

- Engage the school based team in focusing on reading and writing skills for priority students to allow the best opportunity for these students to develop writing 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 and the Aboriginal Support Teacher 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 seek to build connections with our Aboriginal families through specific school events
- We will integrate the Seven Grandfather teachings included in the District Strategic Plan into our practice

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"

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 July 2023
- Plan will be reviewed by the leadership team each term

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 staff testimony.

District Well-Being Survey DEWRS

Each fall, students in Grades 4-6 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 a custom question to the survey for BEST. The question asked: "What makes our school different from other schools?". Although responses varied, there were numerous responses that indicated science and technology were positive aspects that made our school different.

Student Learning Survey

Each winter, students in Grades 4-6 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 from 2021/2022 showed that BEST students exceeded the District average in feeling welcome, sense of belonging and feeling safe. BEST students scored slightly lower than the district average for the adults who care portion. Diverse students scored higher than district averages, whereas Aboriginal students scored lower than district averages.

	All Students	Diverse Students	Indigenous Students
Adults Care	70%	72%	72%
Sense of Belonging	63%	64%	60%
Feeling Welcome	90%	89%	88%

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 101 incidents. However, it is important to note that these incidents included 33 different students. Therefore, these incidents are only associated with 13% 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.

Staff, Student and Parent Testimony (Street Data)

For this coming year, we will make plans to collect street data from students, parents and staff to get a sense of how we are progressing with this goal.

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. This year's data is a baseline, as this goal was recently created. We would like to analyze how these scores are impacted as we focus on this specific goal area.

Grade Level	Science 2022/2023 (January) <i>Meeting and/or Exceeding</i>
K	98%
1	97%
2	100%
3	100%
4	84%
5	80%
6	75%

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

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 student 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

SCHOOL STRATEGIES:

- To improve (feeling welcome/safe/sense of belonging/two or more adults who care), we will (classroom practices): school wide PBIS initiatives and the continuation of an active committee, shared vision of school and classroom expectations, monthly spirit assemblies, school presentation on resiliency, Grade 6 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
- We will continue to recognize science inquiry learning by recognizing students as “STEM Stars” when they have demonstrated enthusiasm and interest in scientific learning
- Parent communications will highlight science and technology learning, opportunities and ideas
- To improve classroom practices, we will (PD strategies): continue to designate monthly meetings for PBIS planning, 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
- 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

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 July 2023
- Plan will be reviewed by the leadership team each term