

Welcome to Beverly Elementary



SCHOOL CONTEXT

Demographic Data

***Beverly Elementary** is a rural K-7 school of 213 students in School District #57-Prince George that is located west of the Prince George City boundary on highway 97. Our staff consists of a principal, a senior secretary; 9 full time classroom teachers and numerous support staff.

***Beverly Elementary** has a very active PAC and Community Association. These groups provide many opportunities for the students and their families. There is a **Strong Start program** and a **Preschool program** on the premises 5 days a week. Our Strong Start program runs Tuesdays and Thursday mornings and is very popular with parents.

Community Highlights

*The students and parents of Beverly Elementary are very friendly and welcoming to new members of the community. Beverly Elementary School promotes the intellectual, physical, emotional, artistic and social growth of each student within a safe, teachable, accountable and respectful and responsible community (STAR).

The uniqueness of Beverly is the generational community that has developed. We have grandparents, parents, children and grandchildren who have attended the school since its inception. This has contributed to the friendly family oriented community school.

* Many students participate in a variety of outdoor activities: quadding, snowmobiling, biking, snowboarding, hunting, fishing, horseback riding and farming. The school itself is surrounded by acreages and forests.



Beverly Elementary
Be a Star



Demographics	2016-17	2017-18	2018-19
Aboriginal	14.4%	11.7%	13.6%
ELL	7.2%	8.4%	10.3%
Special Needs	4.6%	6.1%	5.6%

Data Summary

Literacy continues to be a focus for staff at Beverly Elementary. We have collected data sets using a variety of tools to ensure we get an overall snapshot of how our students are doing from Grades 2-7. As measured by the November BAS (Benchmark Assessment System), not all of our students are reading at expected levels for Grade 2. Therefore, we have focused our efforts to ensure that our students do not fall behind the provincial average for reading and writing. Last spring we began collected data as measured in the Canadian Achievement Test (CAT) at Grades 3, 5, 7 and the BAS (Benchmark Assessment System) to ensure we are identifying struggling learners as they progress through our school system. We are also be using the Fountas and Pinnell LLI reading intervention in all grades this year to improve both decoding and comprehension skills for struggling readers.

Literacy		
Assessment Measure	Grade Level	% of Student Meeting or Exceeding Expectations
BAS	2	39% at instructional level for decoding and comprehension
CAT	3	58% at Stanine 4 or above for reading
	3	68% at Stanine 4 or above for writing
CAT	5	90% at Stanine 4 or above for reading
	5	83% at Stanine 4 or above for writing
CAT	7	96% at Stanine 4 or above for reading
CAT	7	87% at Stanine 4 or above for writing

In School District No. 57 **Numeracy** data indicates we continue to fall below the provincial average at Grades 3, 5 & 7. Beginning in the 2017/18 school year, we started to collect numeracy information for students using the CAT test. By using the computation and estimation component as well the overall math scores, we have been able to identify more specific skills our students need to improve. This year we are providing targeted math intervention 2 days a week to address specific skills.

Numeracy		
Assessment Measure	Grade Level	% of Student Meeting Expectations
Computation DMA	2	84% (2 digit+ 2 digit regrouping) 63% (2 digit – 2 digit regrouping)
CAT	3	52% at Stanine 4 for math 58% at Stanine 4 for computation and estimation
CAT	5	97% at Stanine 4 for math 100% At Stanine 4 for computation and estimation
CAT	7	95% at Stanine 4 for Math 100% at Stanine 4 for computation and estimation



Aboriginal student graduation rates continue to rise. Since 2011/12 to 2015/16 the Six Year Completion rate for Aboriginal students has increased from 55% to 62%. Although we are proud of this success, the gap between our Aboriginal learners and our Non Aboriginal learners as outlined in the How Are We Doing Report continues to exist on the FSA Grades 4 & 7, and provincial data measures for Courses Leading to Graduation. The Framework for Enhancing Student Learning goals for Aboriginal Education were developed following 40 consultation meetings with the community.

Aboriginal Student Learning

- It is important at Beverly to connect all students to our school. Aboriginal learners have access to support from our Aboriginal Education worker for both academic and social emotional support. Our Aboriginal education worker is focused this year on supporting classes in connecting first nations teachings to the new curriculum.



- **Skills, Trades and Careers**

Our **Skills, Trades and Careers** data indicates we are making strides towards “providing opportunities and experiences for all students in School District No 57 to develop Career Pathways that align with their skills, knowledge, values, and dispositions”.

Beverly Learning Commons has built Maker Spaces that allow students to use multiple types of materials to participate in creative endeavors. Staff is working with the Learning Commons teacher to expand their use of the library as a maker space. School consultation time has been allocated to work towards collaborating towards these goals. Beverly will be exploring opportunities through Skills Canada with the maker contest. The staff is committed to ongoing conversation, collaborative planning and professional development to continue to build learning opportunities in skills, trades and careers. The school will support the District initiative for skills and career exploration through My Blueprint and All About Me tools. Beginning last spring we started a maker club that built skateboards. This hugely popular program will continue this year with additional projects. Our grade 7 students will attend the JMac trades program in April that will allow students to explore multiple project opportunities. Our grade 5/6 students will follow a similar program at school which will encourage hands on skills and trades options.



School Plan for Student Learning

2017-2021

Learning

An inclusive learning environment that provides high quality instruction and learning experiences.

Critical thinking, creativity, problem solving and growth mindset are considered central to academic, social and emotional learning

- ✓ All students will master fundamental academic skills to their individual potential, including literacy, numeracy and knowledge of the sciences.
All students will master multiple literacies, including: artistic, cultural, environmental, financial, linguistic, physical, social/emotional and technological.
- ✓ All students will master healthy social and emotional competencies to their individual potential, including self-awareness, resilience, motivation and adaptability.
- ✓ All students will seek to achieve physical, emotional and social wellbeing and be prepared to participate fully as an educated local and global citizens

Engagement

A community of parents, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

- ✓ Support a community of parents, guardians, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

Opportunity

A learning environment that provides our community of learners with the opportunities needed to achieve their short and long-term goals.

- ✓ Increase the overall academic, literacy, numeracy, transitions and overall graduation rates of Aboriginal students
Increase the knowledge and skills of environmental stewardship and Traditional Environmental Knowledge for all students and educators
Increase Aboriginal Ways of Knowing to support learning for all students, educators, administrators and staff
Increase a sense of belonging, cultural safety and identity for Aboriginal students
- ✓ Provide opportunities and experiences for all students to develop Career Pathways that align with their skills, knowledge, values, and dispositions
- ✓ To provide a learner focused, responsive and flexible education for all students



ALL STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.

ALL STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.



School Specific Goals

- Beverly students will engage in and increase their proficiency in their literacy skills: reading and writing
- Beverly students will engage in and increase their proficiency in their numeracy skills
- Beverly student achievement will meet or exceed average provincial achievement levels in all BC Education assessments

Achievement Strategies

- **Expand the Implementation of the Fountas and Pinnell Literacy Intervention program:**
Provide ongoing support and training of two Resource teachers, admin and teachers. With the classroom teacher's help, assess all primary students and students of concern for their literacy levels and using a pull-out of class program we will organize students by ability groupings and provide intervention to students until they have reached minimum grade level competencies
- Increase the use of differentiated instruction in every classroom to meet the needs of all learners.
- Participate in workshops and courses that are relevant to literacy.
- Increase the use of technology to enhance student learning in literacy (Razkids)
- Continue to monitor student achievement through the use of Fountas and Pinnell & FSA, and proven assessments.
- Utilize the district literacy support teachers
- Identify "At risk" students and develop an individual action plan that may involve LA, EA supports and small group instruction.
 - **Review school data regarding trends in math performance to provide focus on areas needing improvement**
- Math five times per week one hour a day: emphasis on a concentrated focus on math strategies and competencies.
- Targeted math intervention 2 days a week
- Increase the use of differentiated instruction in every classroom to meet the needs of all learners using Shelley Moore Differentiation for math learning
- Participate in workshops and courses that are relevant to numeracy.



- Develop cross grade activities to allow for differentiated learning activities and collaborative learning.
- Increase the use of technology to enhance student learning in numeracy (Mathletics, prodigy, sumdog)
- Continue to monitor student achievement through the use of FSA, DMA and other proven assessments.
- Utilize the district math support teachers
- Identify “At risk” students and develop an individual action plan that may involve LA, EA supports and small group instruction.
- Staff will take an inventory of numeracy resources and programs that are available within the school.
- Staff will identify resources that need to be updated and acquired to support coherent and consistent numeracy instruction throughout the school.
- Learning team grant for the book “improving student Learning One Teacher at a Time” was completed in spring 2018

Quality Indicators

- By monitoring student success through Report Cards, the DMA, the FSA, the CAT tests, and the Student Learning Survey we will be able to see whether students are improving and whether we are hitting our targets.
- Ministry of Education *Student Learning Survey*
- District and Ministry of Education assessments for Literacy and Numeracy
- Graduation rates, school leaving rates, Grade transition rates showing increased success over time
- Increased attendance in professional development and training offered

All students will master healthy social and emotional competencies to their individual potential, including self-awareness, resilience, motivation and adaptability.

ALL STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING
AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS



School Specific Goals

- THROUGH OUR LEADERSHIP PROGRAM WE WILL HELP STUDENTS DEVELOP THEIR LEADERSHIP SKILLS. THESE SKILL WILL ALSO HELP STUDENTS WITH THEIR SOCIAL AND EMOTIONAL/SELF-REGULATION GROWTH. WE WILL CREATE OPPORTUNITIES FOR STUDENTS TO DISCUSS, ARTICULATE AND PRACTICE LEADERSHIP SKILLS.
- USING THE SCHOOL WIDE STAR AND WITS PROGRAMS WE WILL TEACH, REINFORCE AND HONOR SAFE, TOLERANT, ACCOUNTABLE, RESPECTFUL AND RESPONSIBLE BEHAVIOR

Achievement Strategies

- Through Monthly assemblies, Daily announcements, and most importantly via Classroom instruction, the goal will be explicitly taught to students.
- Students will learn more about Leadership through the School's Leadership Club, and through the annual Leadership conference for students, students will be given real leadership opportunities.
- Teachers will lead and guide students into an understanding of Everyday Leadership which teaches that everyone can be a leader by helping to create a school culture that is positive, healthy and constructive for all.
- Teachers will identify and celebrate student strengths and assign roles in classrooms that help students rotate through roles and gain leadership skills.
- An overt recognition and instruction that risk-taking and failure are normal and acceptable experiences of being a leader and Learning from mistakes is the crucial component for personal progress.
- Aligning individual, school-wide and District professional development plans with Strategic Plan goals

Quality Indicators

- Gathering stories, anecdotes, pictures from teachers and students and to listen to teachers regarding their observations and accounts of their practice.
- A group discussion as to the benefits that we saw in individual social and emotional learning as well as the collective growth within our school culture.
- Monitor office referrals at this time to see if this initiative makes any difference to the total number of referrals and type of referrals.



SUPPORT A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.



School Specific Goals

Goal 1: Create Expectations for the School to serve as Community Centre to help create a “culture of belonging and community”: The school serves as a Community Centre. The PAC meets in the school library, organizes many events: Volunteering, Garage Sale, bi-weekly hot lunch, Fruit & Veggie program, Terry Fox Run, Movie nights, Christmas craft night, Parent nights, funding the installation of new Playground Equipment, and much more. The school staff work collaboratively with our PAC to improve and enrich all the school experiences of children at Beverly.

Goal 2: The School Supports Parent Expectations of Success and Behavior: Through fair, consistent behavioral expectations in our Student Code of Conduct (STAR), we honor students and clearly communicate with parents.

Goal 3: Opportunities for Enrichment: Through Clubs (Cross Country Running, Relays, ICEman, little mudder, maker club and Sports (Volleyball, Basketball) as well as school Cultural events (plays, Assemblies, etc.) and Field Trips, students learn things through experiences in the broader community.

Achievement Strategies

1. Help all staff recognize the need to work collaboratively and respectfully with our PAC.
2. All staff to participate professionally to support student learning by following the Student Code of Conduct, and the professional standards for teachers.
3. Continue to Support all Opportunities for Enrichment.

Quality Indicators

- The School Satisfaction Survey will indicate student and parent satisfaction.
- Community feedback regarding school events
- Ongoing communication with PAC /parents in the community





INCREASE THE OVERALL ACADEMIC, LITERACY, NUMERACY, TRANSITIONS AND OVERALL GRADUATION RATES OF ABORIGINAL STUDENTS

INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

INCREASE ABORIGINAL WAYS OF KNOWING TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS



School Specific Goals

Our school's Aboriginal focus this year is on Culture and Language. Our Aboriginal Education worker will be collaborating with staff to enrich cultural understanding and connect the curriculum.

- Increase participation and experiences of land-based learning for all students
- Increase awareness and understanding of Aboriginal teachings in relation to the grade specific curriculum
- Include Aboriginal perspectives in teaching
- Ensure classrooms are equipped with resources that embed local Aboriginal language, culture and traditional Aboriginal ways of knowing
- Increase the presence and contributions of Aboriginal people

Achievement Strategies

- Coordinate, through Ab Ed worker, and the aboriginal education department the school visitation of local aboriginal elders to share aboriginal knowledge/ Foci liaison
- Liaise with teachers and help in Aboriginal teachings within the curriculum.
- Ongoing foci-facilitator support and collaboration in the Classrooms

INCREASE THE OVERALL ACADEMIC, LITERACY, & NUMERACY RATES OF ABORIGINAL STUDENTS

- Aboriginal students will meet or exceed achievement of SD57 non-Aboriginal students
- Increase transitions and connections for Aboriginal children in the early learning years



- Increase the number of Aboriginal students who can read at Grade level by the end of Grade 3

INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

- Increase participation and experiences of land-based learning for all students
- Increase awareness and commitment of environmental sustainability with the use of Traditional Environmental Knowledge (TEK) for all students

INCREASE ABORIGINAL WAYS OF KNOWING THROUGHOUT SD57 TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

- Include Aboriginal perspectives in teaching and administrative practices that flow into the school and classroom environments
- Increase the visibility of Aboriginal languages within the classrooms and school communities
- Ensure classrooms are equipped with resources that embed local Aboriginal language, culture and traditional Aboriginal ways of knowing

INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS WITHIN SCHOOL DISTRICT NO. 57

- Increase the presence and contributions of Aboriginal people
- Create and support opportunities for students to engage in the exploration of self-identity



Quality Indicators

- Ministry of Education Student Learning Survey
- District and Ministry of Education assessments for Literacy and Numeracy
- Visibility of space dedicated for TEK within each school community
- Increased attendance in professional development and training offered by the Aboriginal Education Department



PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

School Specific Goals

Teachers will teach students about Career Pathways, Required Training, through All About Me.

Kindergarten – Grade 3 (Formative Years)

- Student can identify personal attributes, interests and accomplishment.
- Students will know jobs available in the local community.

Grades 4-9 (Middle Years)

- Schools staff will participate in All About Me or My Blueprint training.
- Students can articulate either written or verbally their developing skill sets and link them to an Open Door Academic Plan evidenced in My Blueprint

Achievement Strategies

- Students can verbally explain jobs available in the local community.
- Students can articulate skills required for success as evidenced in Core Competencies Self Assessment.
- Students will complete the All About Me” software to Grade 7
- Attend “Find your Fit”
- Career Education will support students in learning about themselves, their community, and the value of effective collaboration.
- Career Education will support staff in providing learning opportunities to help staff encourage student skill development and personal growth.
- Community Program offerings to students are increased and/or improved yearly.
- Staff will provide a variety of learning experiences to students.



Quality Indicators

- Gathering stories, anecdotes, pictures from teachers and students
- students can verbally explain jobs available in the local community.
- students can articulate skills required for success as evidenced in Core Competencies Self-Assessment.
- Community Program offerings to students are increased and/or improved yearly.



TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL STUDENTS.

School Specific Goals

- Student Support Services will provide ongoing opportunities to all school staff to support inclusive education values and practices.
- Student Support Services will provide teachers with ongoing access to professional learning for inclusive and specialized instructional strategies for students in need of specialized supports and services.
- Student Support Services will provide a proactive approach to service delivery that focuses on prevention and early intervention of educational problems.
- SD57 programming capacity for students that aligns to individual programming needs will increase.

Achievement Strategies

- Work collaboratively with parents/guardians in planning, problem solving and educational decision making
- Maintain frequent communication with parents/guardians, providing a range of options in programs and programming choice
- review of student achievement via IEP goals
- Provide multiple in-service and professional development opportunities throughout the year to all staff

Quality Indicators

- Improved student academic achievement and school readiness behaviours
- Reduction in number of school concerns directed to Student Support Services
- Increase in number of SD57 staff registering for skill building opportunities as provided by Student Support Services as posted on PD Registration



Summary

Numeracy, Literacy, Aboriginal Education and Social Emotional Learning will be the focus for the 2018-2019 school year at Beverly Elementary. As we embrace current changes in curriculum and assessment. Beverly supports students both academically and social/emotionally to reach their potential as learners. We strive to ensure that each child masters the learning standards at the end of each grade level. Beverly is proud to support programs such as STAR, WITS, school sports, cultural events, music programs and Makered events. We continue to encourage and look forward to parents, community and others working with us in partnership to support our students.

