



Beaverly Elementary School Plan Goals, Strategies, and Objectives 2025/2026

**Respecting All, Embracing Responsibility, Upholding Truth and Honesty,
Celebrating Self-Identity, and Strengthening Community.**

We respectfully acknowledge Beaverly Elementary resides on the unceded, ancestral lands of the Lheidli T'eneh First Nations. It is our honour to work alongside our indigenous communities in educating our students.

Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

Our Mission:

Through innovation, high standards, and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values:

Community

We engage all members of our learning community through open and respectful relationships

Integrity

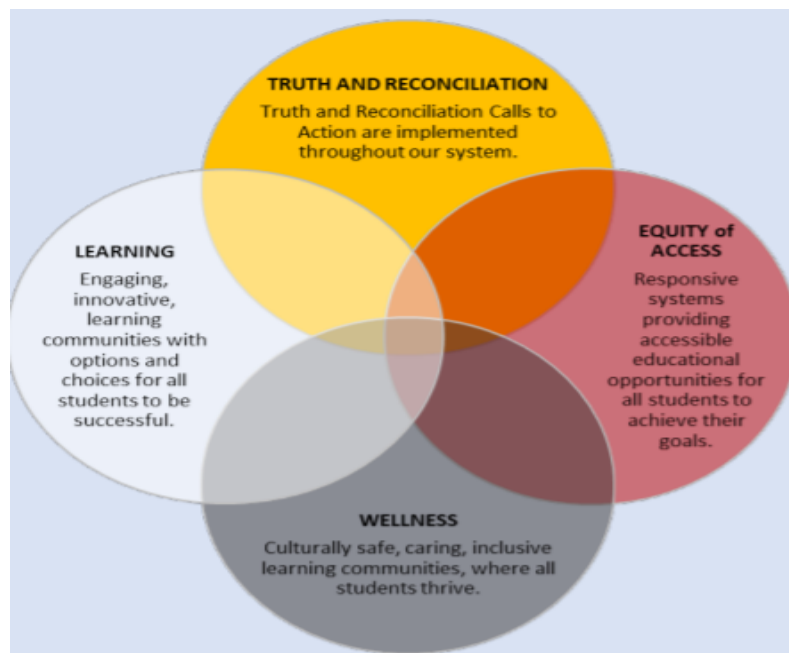
We are ethical, fair, and follow through on our commitments

Inclusion

We ensure all students contribute and participate in all aspects of school life

Transparency

We are open, honest and accountable for our actions



About Our School

Beaverly Elementary is located on the unceded ancestral lands of the Lheidli T'enneh.

Beaverly Elementary is a rural K-7 school of 210 students that is located west of the Prince George City boundary on highway 97. We are surrounded by beautiful forests and trails that our students have access to daily. Our staff consists of a principal, a senior secretary; 9 full time classroom teachers and numerous support staff. We offer after school clubs, a variety of opportunities for land-based learning, a K-7 theatrical arts program, and Indigenous cultural opportunities led by our Indigenous Education Worker. We have a very active PAC and Community Association. These groups provide many opportunities for the students and their families.

The students and parents of Beaverly Elementary are very friendly and welcoming to new members of the community. Beaverly Elementary School promotes the intellectual, physical, emotional, artistic and social growth of each student within a safe and inclusive environment. At Beaverly students strive to be a good **BRUIN**: promoting **B**elonging, **R**espect, **U**nity, celebrating **I**ntity and embodying **N**obility. These values were inspired by the Dakelh Ways of Knowing and Understanding (respect, community, self-identity, truth and honesty, responsibility). The uniqueness of Beaverly 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 a friendly, family oriented, community school.



Engagement Process

The school district has recently engaged the community for feedback on what was valued for 21st learners in our community when they embarked on the redesigned Strategic Plan. Core values that emerged were program options, the inclusion of Indigenous culture, language and history, strong literacy and numeracy skills, and a safe and inclusive learning environment. Beaverly Elementary will focus on this district wide feedback to engage our staff, parents, and community for further feedback that is specific to our unique neighborhood. The four key district directions of Truth and Reconciliation, Equity of Access, Wellness and Learning will be shared and will be the focus of our school agenda in the coming years. We will begin by presenting our goals at the October PAC meeting, as well as sending out the school plan via email for feedback. We will also utilize street data collected during conversations with community members, as well as on social media platforms.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.

Learning

We believe that literacy is an essential building block for student success. Literacy data has indicated a steady improvement in this area. Our literacy assessment (BAS) school-wide showed that our reading scores went up by about 8% from Fall of 2024 to Spring of 2025. When looking at this data, there is an achievement gap present between our Indigenous and our Non-Indigenous learners. We have chose to commit on closing this gap by providing more reading interventions which will benefit all students.

Goal: Increase literacy success for all students and close reading achievement gaps.

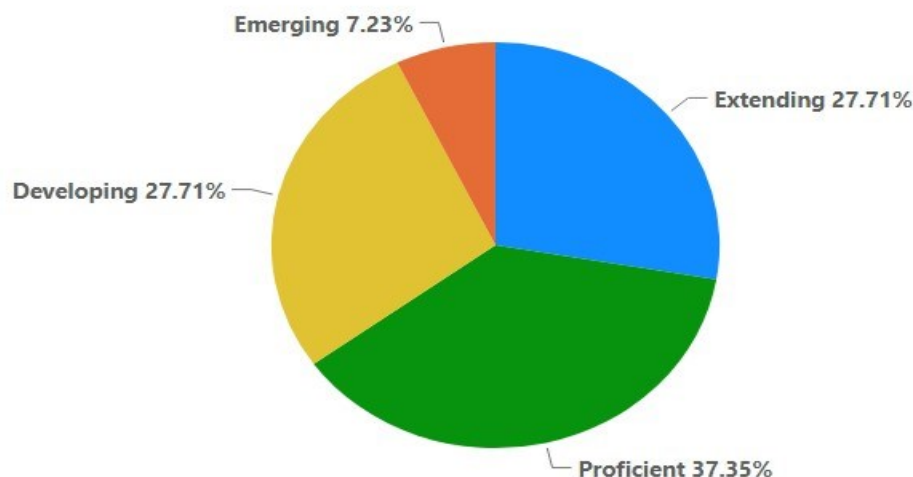
Strategies:

- To continue the use of the Fountas and Pinnell reading intervention program
- Whole school participation in district assessment pilot project to engage in conversations around best assessment practices
- specifically focusing our efforts within the pilot project on how the assessment guides instruction
- Implementation of primary intervention reading time 3 days a week for 30 minutes per day, per primary class.
- Focus on data conversations to ensure that the data we collect informs our actions in the school.

Success Measures:

- With enhanced focus on instruction, and ongoing assessment, our goal is to increase the number of students meeting expectations (on track or extending) in reading by 5% in the 2025-2026 school year and reduce the achievement gap for Indigenous learners by 3%.
- Foundational Skills Assessment scores – increase by 5% this year.
- Use the Early Learning Profile (K-3) and Non Fiction Reading Assessment (4-7) to monitor our progress towards our goal.

2024/2025 Literacy Results (Beverly Elementary, BAS, Term 3)



Truth and Reconciliation

Beaverly Elementary is continuing our journey to address the Truth and Reconciliation Commission of Canada's Calls to Action for Education. For the 2025-2026 school year, Beaverly is committed to honouring Call to Action 63 (1), Instruction and Learning Resources on Indigenous History and the Legacy of Residential Schools

Goal: Increase the number of students who feel connected to their culture and identity, with a specific focus on our Indigenous students.

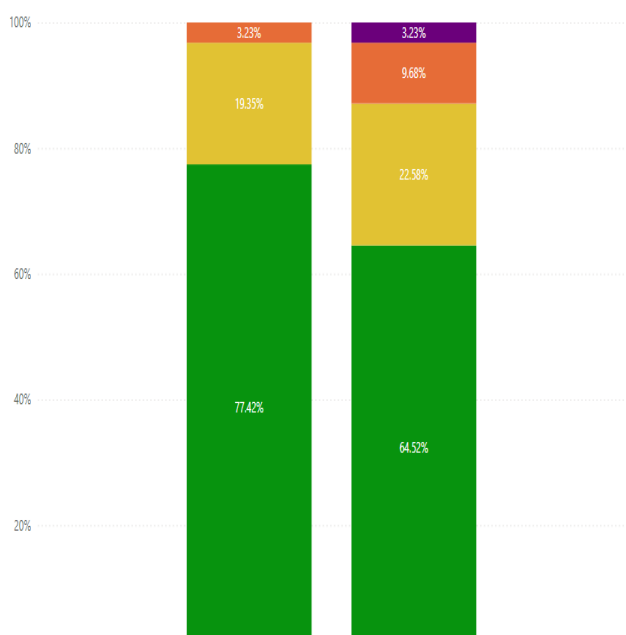
Strategies:

- Explicit teaching of Lheidli T'enneh history, culture and Dakelh language.
- School wide PBIS focus using Dakelh Ways of Knowing
- Increase the number of land-based learning activities students are participating in
- Invite Elders and Knowledge Holders in our schools to support and mentor staff in the education of Residential schools, Indigenous culture, and Indigenous languages.
- Utilize our IEW in classrooms to support the teaching of Indigenous history and culture.
- Focus on increasing student belonging and knowledge of identity (exploring cultural backgrounds and celebrate diversity within our school)

Success Measures:

- We will look to our Student Learning Survey administered at grades 4 and 7 to measure the percent of students identifying that they are learning about Indigenous content in our school.
- We expect to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada this year.
- Evidence of learning in teacher growth plans.
- Street Data: collecting informal data related to students' identifying their knowledge of Indigenous culture/history and their own identity.

Do you feel welcome at your school?



Pictured to the left is data from our Spring 2024 Student Learning Survey for the last two years. This survey is completed by grades 4 and 7. This data represents the responses to the question: "Are you being taught about Indigenous Peoples in Canada?". Green represents students who responded "all of the time", yellow represents "most of the time", orange represents "sometimes" and purple represents "rarely or never". 87% of our grade 4 students indicated they were being taught about Indigenous Peoples in Canada regularly (pictured), and 96% of our grade 7s indicated learning about Indigenous peoples regularly.

Wellness

Safety, social-emotional support, and culturally sensitive and inclusive learning environments are critical for students to feel safe and confident in our school community. Providing all of our learners with mental health supports is essential to increasing the success of our students.

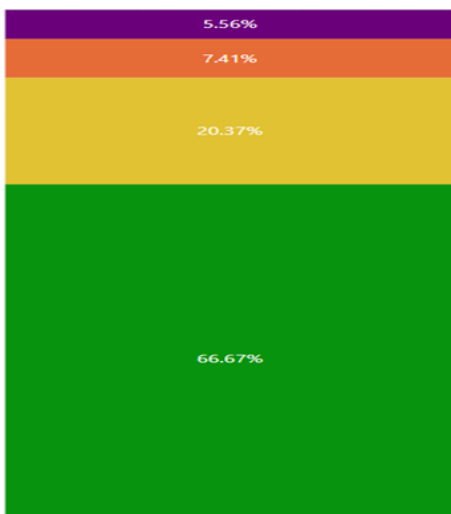
Goal: Enhance mental health literacy understanding and support for students to feel safe and confident in our learning environment.

Strategies:

- Providing on site counsellor and youth care worker support for students mental health and wellbeing
- Introduction of a mental health support known as "The Den": a space to help students process thoughts and feelings.
- Our IEW also supports mental health and wellbeing for our Indigenous students and their families
- Utilizing Open Parachute resources, which focus on mental health support in classrooms.
- School wide PBIS system which focuses belonging and identity.
- Continued school-wide focus on conflict resolution through restorative practices.
- After school clubs and sports to foster school community and belonging.

Success Measures:

- Continue monitoring the student satisfaction survey results for a 10% increase in students knowing that they are cared for and belong .
- Monitor satisfaction survey results for grades 4 and 7 that pertain to wellness
- Add school specific question to the student survey to clarify our understanding of our goals
- Street Data– collecting anecdotal data related to student belonging and aiming to see a reduction in students reporting that they have no one to connect with during recess and lunch.
- The Den data tracking system: students feedback on interventions and if they are helping them feel safe, confident, and supported.



Pictured to the left shows spring 2025 student learning survey (completed by our grade 4s and 7s) results. 87% of grades 4 and 7s indicated they feel welcome all or most of the time at Beverly (green and yellow in the graph). Orange and purple represent "some of the time" and "rarely or never". This data shows both grade 4 and 7 responses.

Equity of Access

We acknowledge and appreciate the unique learning profile of each student we have the privilege of working with. It is our responsibility to ensure all students have access to quality educational opportunities with diverse supports to meet each student's needs.

Goal: Increase access to learning activities by reducing barriers for students, including using restorative practices and positive behavioural interventions, instead of exclusionary discipline methods.

Strategies:

- Increase our communication with families to review our understanding of barriers at school.
- To develop processes that remove barriers from student success.
- To review our systems of support in our school to ensure all students have access to personalized learning including EA support, intervention programs, SBT protocols, methods of differentiation and RTI (responses to intervention)
- Engaging in strengths-based IEP creation
- Using our affordability fund to reduce financial barriers for families
- Clarify and communicate our process for addressing racism and discrimination within our system.
- Increased access to supports relate to sensory and self-regulation needs through the use of our "Den" space, run by our Youth Care Worker, Indigenous Education Worker, and EAs.

Success Measures:

- Tracking attendance and aiming to see attendance of vulnerable students increasing.
- Feedback from families through the IEP process.
- Parent Satisfaction survey data will be reviewed.
- Reviewing office data regarding behavior referrals and suspensions.
- Routine classroom observations and discussions with a focus on equity.

Thank-you for taking the time to review our plan for the upcoming school year. We value the school community and look forward to feedback, suggestions and questions regarding our schools plan for student success. Please send feedback and questions to jschwartz@sd57.bc.ca

-Jason Schwartz, Principal