



Beaverly Elementary 2026 School Plan for Student Success

PREAMBLE: Beaverly Elementary respectfully acknowledges that our school is located on the unceded ancestral lands of the Lheidli T'enneh. We are grateful for the opportunity to live, learn, and grow on this land and recognize our responsibility to strengthen our understanding of Indigenous histories, cultures, perspectives, and ways of knowing. At Beaverly, this commitment is reflected in our ongoing work to incorporate the Dakelh Ways of Knowing, land based learning, Indigenous cultural opportunities, and meaningful learning experiences that help students develop a strong sense of identity, belonging, and connection to community.

Beaverly is a rural Kindergarten to Grade 7 school located west of Prince George, surrounded by forests, trails, and outdoor spaces that provide unique opportunities for learning beyond the classroom. A significant strength of our school is our strong sense of **community and belonging**, supported by generations of families who have been connected to Beaverly and by an active school community that creates opportunities for students and families to participate and contribute. A second strength is our commitment to **inclusive and responsive learning opportunities** that support the academic, social, emotional, cultural, and physical development of our students. Through literacy intervention, land-based learning, Indigenous education, fine arts, extracurricular opportunities, and targeted student supports, we work to ensure that students are known, supported, included, and provided with meaningful opportunities to be successful.

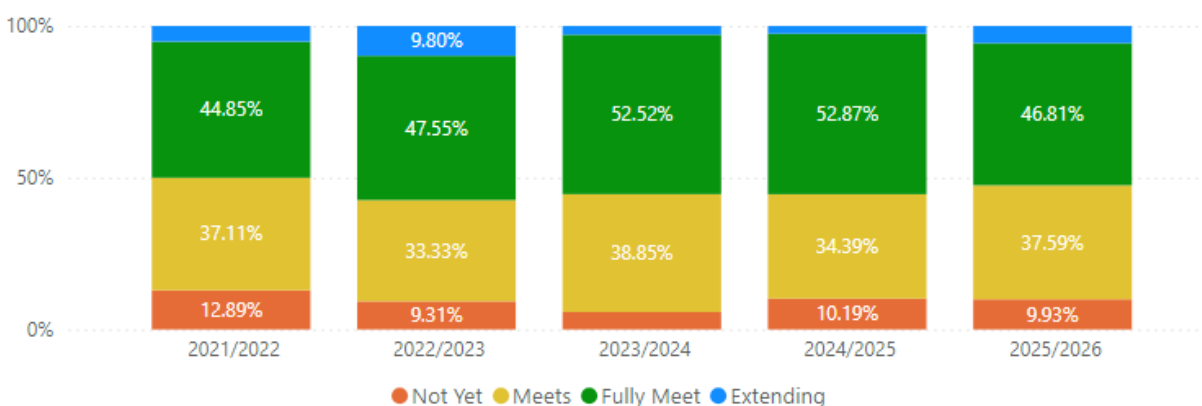
SCHOOL LEARNING GOAL: As a staff, we will work towards improving writing achievements for all students from Kindergarten to Grade 7 by strengthening the foundational skills, confidence, and strategies students need to communicate their thinking effectively in writing. Through consistent, explicit writing instruction and meaningful opportunities to write across the curriculum, students will develop their ability to generate and organize ideas, communicate with clarity, and apply age appropriate writing conventions. Our goal is to support every student in becoming an increasingly confident, capable, and independent writer.

RATIONALE: Writing has been identified as Beaverly Elementary's primary school learning goal because our school-based data demonstrates an ongoing opportunity to strengthen writing achievement across Kindergarten to Grade 7. At the end of the 2025/26 school year, writing assessment data showed variation across the key areas of **Meaning, Style, Form, and Conventions**. The data indicates that while many students are successfully meeting expectations, a meaningful proportion continue to require support in developing the skills necessary to become proficient, confident, and independent writers.



Our five-year writing trend also demonstrates the importance of maintaining a sustained school wide focus on writing. In 2025/26, **46.81% of students were fully meeting expectations**, compared with **52.87% in 2024/25 and 52.52% in 2023/24**. At the same time, **9.93% of students were identified as not yet meeting expectations** by the end of the 2025/26 school year. These results provide an opportunity to build greater consistency in writing instruction from Kindergarten through Grade 7 and to use common assessment information to identify student needs, provide responsive support, and monitor growth over time. As we implement this goal, we will examine achievement and growth for all learners, with particular attention to priority populations, including Indigenous learners and students requiring additional supports, to identify and respond to potential barriers and achievement gaps.

Writing Snapshot Trend (Beverly Elementary, Term 3)



STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL:

Tier 1: Implement consistent, explicit Kindergarten to Grade 7 writing instruction focused on developing ideas, organization, clarity, style, form, and conventions. Students will engage regularly in the writing process through modelling, guided and independent practice, conferencing, feedback, revision, and opportunities to write for meaningful purposes across the curriculum. Staff will collaborate around common expectations, assessment practices, student writing samples, and effective instructional strategies.

Tier 2: Use writing samples, classroom assessment, teacher observation, and school-based data to identify students requiring additional support. Targeted small group instruction will address specific areas of need, with student progress regularly reviewed and supports adjusted in response to evidence of learning.



Tier 3: Provide individualized instruction and intensive intervention for students requiring additional support, including differentiated instruction, accommodations, individualized learning goals, and coordinated support through appropriate school-based processes.

Equity: Writing achievement data will be examined with particular attention to Indigenous learners, children and youth in care, and students with diverse abilities or disabilities. Instruction and intervention will include culturally responsive learning opportunities and appropriate individualized supports to reduce identified barriers and achievement gaps.

Assessment Alignment: Student progress will be monitored using common school-based writing samples and classroom assessments aligned with the BC English Language Arts curriculum. Grade 4 and Grade 7 FSA writing results will provide an additional provincial source of evidence to inform instruction and monitor achievement.

MONITORING for IMPACT – Student Learning Change

Student writing growth will be monitored throughout the year using common writing samples, classroom assessment, teacher observation, and student reflection. Evidence will be reviewed collaboratively at four formal checkpoints to identify growth, determine areas requiring further instruction, and adjust Tier 1, Tier 2, and Tier 3 supports accordingly.

Checkpoint	Assessment Tools	Evidence of Student Learning	Adjustments to Strategies
October: Baseline	Common K to 7 writing sample assessed using Meaning, Style, Form, and Conventions . Teacher observations and classroom writing evidence. Grade 4 and 7 FSA writing information when available.	Establish baseline achievement and identify individual, grade level, and school wide strengths and areas for growth. Examine results for priority populations where appropriate.	Establish Tier 1 instructional priorities. Identify students requiring Tier 2 or Tier 3 support. Determine specific writing skills requiring additional explicit instruction.
January: Progress Check	Common writing sample using consistent assessment criteria. Classroom writing samples, conferencing, formative assessment, and student reflection.	Compare student writing to October baseline. Look for evidence of growth in Meaning, Style, Form, and Conventions and identify students demonstrating limited or accelerated progress.	Continue effective strategies. Reteach areas showing limited growth. Adjust small group instruction, intervention focus, frequency, or intensity based on demonstrated student need.
March: Midyear Review	Common writing sample, classroom assessment, teacher observation, student self-assessment, and	Examine individual and school wide growth over time. Review progress of students receiving targeted supports and examine	Refine Tier 1 instruction based on school wide patterns. Adjust Tier 2 groupings and targeted instruction. Intensify,



	accumulated writing evidence.	patterns for priority populations.	modify, or gradually reduce individualized supports based on evidence of progress.
June: Year End Evaluation	Final common writing sample using the same core assessment areas. Classroom evidence and student reflection. Grade 4 and 7 provincial assessment information when available.	Compare June achievement with October baseline and previous checkpoints. Determine growth in student writing achievement and examine whether achievement gaps have narrowed.	Evaluate the effectiveness of instructional and intervention strategies. Identify successful practices to continue and determine priorities and instructional adjustments for the following school year.

Equity Monitoring & Measurable Outcomes:

At each monitoring checkpoint, student achievement will be considered both collectively and through an equity lens. Where appropriate, data will be examined for priority populations, including Indigenous learners, children and youth in care, and students with diverse abilities or disabilities. The purpose will be to identify barriers, monitor whether targeted supports are having the intended impact, and ensure that improvements in school wide achievement represent meaningful growth for all students.

By June 2027, Beverly Elementary will demonstrate measurable school wide growth in writing achievement from the October baseline, with an increased proportion of students meeting or exceeding grade level expectations and a decreased proportion of students not yet meeting expectations. Particular attention will be given to demonstrating growth among priority populations and students receiving Tier 2 and Tier 3 supports.

REFLECTIONS and OUTCOMES:

At the end of the 2026/27 school year, we will reflect on the impact of our school wide focus on writing by examining student growth from our October baseline through to our June assessment. We will consider changes in overall writing achievement, growth within Meaning, Style, Form, and Conventions, and the progress of students receiving targeted Tier 2 and Tier 3 supports. Particular attention will be given to the achievement and growth of priority populations to determine whether our strategies contributed to reducing barriers and improving outcomes for all learners.

Our reflection will also consider which instructional strategies had the greatest impact on student learning, where growth was most evident, and where challenges remain. Staff collaboration, student writing samples, assessment evidence, and student voice will help inform our understanding of progress. These findings will be used to determine which practices should continue, which require adjustment, and what areas should become priorities for the following school year.

