

Burnaby School District – School Plan

Our Story

Who we are? *(Considerations for ELL, Inclusive Ed, CYOC, Indigenous students)*

Kitchener is a growing school in North Burnaby. We have many towers going up near us and we will have population of 565 students for the 2025-2026 school year.

LSS is thriving here with 2.80 staff allocation and 74 students with designations. We also have 26 Educational Assistants and our designations are set to grow in the primary and lower intermediate for 2025-2026.

ELL population is 224 and continues to grow with Farsi being the number 1 language among this demographic and Spanish speaking families continue to grow, which is unique to this neighbourhood.

Indigenous student numbers have stabilized and at Kitchener we have approximately 6 students that work with our indigenous education teacher. Staff recently did a Professional Day on basket weaving and continue to grow their capacity to work with our students.



What are we doing well?

This year we have actioned a school wide positive behaviour plan called the "HAWK'S Values". The acronym stands for Helpful, Acceptance, Welcoming, Kindness and Safety. The school wide positive plan focuses on having conversations around values to help support our students gain a sense of ownership of their behaviour and restitution to make up for what has happened. The data shows that challenging behaviours are diminishing. Students, staff and parents indicate that they feel safe at school and that the staff listens well.

For literacy we are using resources and methods such as UFLI, Differentiation, UDL to provide students with different access points to literacy. Our ELL staff use LLI, SIOP model and a combination of push-in and pull out to support our learners. Recently, we purchased translators to support our Spanish speaking learners that have little to no English skills. We also have staff that have worked with administration to learn about our district Early Literacy Assessment to help support our younger primary students. We are using a MTSS model, specifically RTI to provide in class support and out of class support for individual and small group tier 3 interventions. We are using interventions and strategies that include the above assessments.

We are using our data from our problem solvers to understand patterns and frequency of challenging behaviours at school and responding using our HAWKS values. We are using a structured Problem Solver approach each day where students reflect on what occurred, their role, how the behaviour misaligned with HAWKS values, and how they can make different choices. This reflection is shared with families for review.

Over the past two years, data shows a decrease in unexpected behaviours this year compared to last. Incidents tend to occur most frequently between November and March. Approximately 20 students have engaged in multiple Problem Solvers, allowing us to track patterns and provide more targeted, intensive support in small groups or individually. The most common behaviours identified are refusal, name-calling/swearing, and physical actions. Based on this data, our next steps are to work collaboratively as a staff to implement proactive strategies to address these behaviours in the coming school year.

For our literacy goals we recently had a professional development day on literacy to explore the needs of the school. Out of this Pro D we found that we are looking for a school wide assessment for reading and writing and to create a well defined goal for reading and writing. FSA data suggests that grade 4 students-80% on track, Grade 7 students-72 % on track. Participation on FSA exams were: grade 4- 55 % Grade 7-65%

For our report card data, intermediate students are displaying a strong sense of engagement writing including generating ideas and building common writing structures. Many students are beginning to make reading and writing connections with their daily activities. A significant amount of students still do not make strong explanations in their writing and need to consistently improve on editing and conventions. In the primary grades, many students are exhibiting very good sentence structure and can write simple paragraph writing up to grade 3. Conventions remain a focus at the grade 1 and 2 levels. Some students are extending their writing skills and can retell and add details to events. Some areas for growth include further developing and expressing their ideas in their daily writing activities. K to grade 1 students have a large amount of emerging learners while our grade 3 students are beginning to exhibit a proficient level and many are close to extending their writing skills.

Our focus is to grow the SEL and Literacy skills of our students through developing staff capacity and in turn grow student capacity. To grow our school wide positive support plan, we will set up a committee to explore and agree on a primary and intermediate classroom SEL program in order to create a consistent framework and language. Teachers willing to use a variety of strategies but common language is something we wish to explore more in depth in the fall.

For our literacy framework the staff and administration are looking to create a school wide reading and writing assessment that would follow students from year to year and would help staff create strong class programs to support our students. June Pro d will be a discussion around the two goals and programming for the fall.

How do we know?

-Report Card and FSA data indicates our students are able to do well given sufficient experience and supports with their writing skills. Our priority will remain to be targeted groups including our K and grade 2 levels where there are significant students not writing at or near their grade level. In contrast, our intermediate students in particular our grade 7's performing very well in writing.

STRATEGIES (to support Focus)

Small group targeted group instruction in writing skills.

Explicit use of strategies in teaching writing skills.

Supports for independence

Intermediate writing interventions throughout each term

Strengthen early literacy foundations

Writing activities focussed engagement and attention

Review data for terms 1, 2 and 3

Enquiry based teaching and lunch and learns for staff