

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 555 students for the 2026-2027 school year.

LSS is thriving here with 3.2 staff allocation and 68 students with designations. We also have 26 Educational Assistants and our designations are set to grow in the intermediate grades as students have moved from the primary grades for 2026-2027.

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. Many new students at the primary grade as well.

Indigenous student numbers have stabilized and at Kitchener we have approximately 5 students that work with our indigenous education teacher. Staff recently did a Professional Day on indigenous learning principles 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 Honesty, 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. For next school year, staff and students will continue working on literacy events including the introduction of the school wide write discussion in the September Pro D.

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 data collection, Screening data from our Kindergarten to Grade 2 classrooms revealed several important trends. Across all grades, students with diverse learning needs and English Language Learners (ELLs) scored below the expected benchmark in several early literacy measures, with the greatest areas of concern being Letter Naming Fluency (LNF) and Phoneme Segmentation Fluency (PSF).

The data also indicated that two of our four Kindergarten classrooms are performing below benchmark in these key literacy measures. Additionally, there are smaller groups of students in Grades 1 and 2 who are also performing below the average range when compared to the general population. 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.

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. Students continue to work on their writing criteria of becoming better and more expressive writers.

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. Our September Pro D will focus on literacy in particular our early learning team will be sharing key data from our K assessments: Our students at this entry grade level appear to be learning still letter recognitions,

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.

STRATEGIES (to support Focus)

Small group targeted group instruction in writing skills utilizing both LSS/ELL staff.
Explicit use of strategies in teaching writing skills throughout each of the terms.
School Wide writes in the fall and the spring collecting the most recent data.
Supports for independence in student writing in the classroom
Intermediate writing interventions throughout each term including a possible school wide write

These findings will guide our intervention planning. The school will collaborate with the District Literacy Enhancement Teacher and the District Literacy Intervention Teacher to develop a targeted plan that strengthens Tier 1 classroom instruction in the identified areas. In addition, the Inclusive Education team, in partnership with the District Literacy Intervention Teacher, will establish Tier 2 and Tier 3 intervention groups to provide more intensive support for students requiring additional instruction.

To ensure interventions are effective and responsive, Kitchener has committed to increasing the frequency of progress monitoring from the current schedule to every two weeks. This will allow staff to quickly evaluate the impact of interventions, make timely instructional adjustments, and support students in reaching expected literacy benchmarks.