

## Burnaby School District – School Plan

### Our Story

#### **Who we are?** *(With considerations for ELL, Inclusive Ed, CYOC, Indigenous students)*

Brentwood Park Elementary School is a large, diverse and growing community currently consisting of 636 students, of which 260 are ELL students (41%), 88 are diverse learners with ministry designations (14%) and 13 are Indigenous students (0.2%). 359 (56%) of our students speak one or more languages with 32 different languages represented amongst them, and large populations of English, Farsi, Mandarin, Cantonese, Russian, Korean and Japanese language speakers.

We pride ourselves on having a welcoming school climate, with a foundational belief in developing positive relationships between students, staff and family members. Social emotional learning is at the forefront of our teaching, guiding the development of engaged, confident, caring and resilient learners. The past few years we have been shifting from a 'me' community to a 'we' community and bringing our school motto of 'Care for Ourselves, Care for Others and Care for Our Community' to life through a focus on using kind, caring and safe words and actions.

We are an inclusive school providing an accessible playground, various clubs, sports and activities to help students find their place in belonging beyond the classroom, as well as honouring a culturally inclusive community, celebratory of our differences, backgrounds and interests. We are committed to anti-racism learning and initiatives linked with our Annual Indigenous Plan.

We currently have a staff of 84 people, including 29.5 Educational Assistants who work collaboratively with our classroom teachers and non-enrolling staff (ELL, LSS, SLP, admin, counsellor and custodian) to nurture and develop the whole child in academic, emotional, physical, artistic and social ways. Our staff are collegial, collaborative and many have a passion for professional learning, growing together in innovative ways.

We are proud of our positive partnership with Alpha Secondary School and look forward to Alpha Buddies leading our students in fun and impactful learning opportunities throughout each school year. We also empower our own leaders through opportunities such as play leaders, morning announcers, library monitors, lunch monitors, peer mediators and emcees for assemblies.

We have become a more transient community with more families needing support. We offer healthy snacks daily by offering fruit in a basket on the office counter as well as daily hot lunch options ensuring food security for our students.

We are in the middle of a large construction project at Brentwood Park that will create 10 new classroom spaces and a new gym for next school year, followed by a seismic upgrade of the entire school, a shift of the main office area to become more visible and central to the school, and the addition of more childcare spaces. The entire project is slated for completion in September 2027.

## What are we doing well?

At Brentwood Park School, students, staff and family members work together to foster a safe, supportive and positive learning environment. Students generally report that they feel safe, positive about themselves, and are friendly, respectful and welcoming (Student Learning Surveys).

We share information with families in monthly newsletters and at PAC meetings. We have held learning opportunities for parents such as workshops on technology safety, setting boundaries and regular updates on our construction project, providing time for questions and feedback. We proudly have 30-50 parents join our virtual PAC meetings.

We have collectively worked very hard to identify our children requiring additional SEL and academic supports, targeting intervention after class reviews, assessments, school-based team meetings and LSS & ELL Powerful Partnership times. We have also explored various tools to support our learners such as SnapType, Talk to Text, Khan Academy, Story Champs, UFLI, and Touch Chat as well as ways to engage our emerging learners and find access points for all learners within their classroom communities.

We have strong SEL practices within the school community to create a culture of care such as developing class charters/contracts with students, using mindfulness and calming practices, as well as targeting specific SEL skills using programs such as Everyday Speech lessons, RULER, Zones of Regulation plus community circles and class meetings. This year we have also developed school-wide problem-solving STEPS and language, explicitly teaching each section and sharing the information with families as well. We have also brought our school motto of 'Care for Ourselves, Others and Our Community' to life over the past few years through announcements, our 3Cs board and targeted activities.

We have also had many staff engaged in Communities of Practice cohorts the past few years, such as:

- Matt Glover literacy learning workshops and demo lesson
- Leyton Schnellert Self-regulated Learning Engaging Young Adolescent Learners series; many also attending Leyton's Project Based Learning Pro-d at the PITA conference
- Universal Designs for Learning series
- Playful Literacy Kindergarten Series and exploring primary literacy assessments and tools
- Shifting the Balance book club
- Emerging Learners workshops and demo lessons with DLSTs and SLP on programming and finding access points for all learners, plus tools and strategies to engage learners

Some key areas of continued focus at Brentwood Park School are:

- student engagement, growth mindset, making learning visible and students seeing themselves as learners
- social-emotional learning including emotional literacy, social awareness, problem solving, and self-regulation skills
- Reggio-Emilia inspired practices including children as explorers and co-constructors of their learning, experiential learning, the environment as the third teacher, the role of play in learning, and exploring relationships with others and with materials in the school and in the natural environment
- teaching and learning with technology
- developing literacy skills and providing a flexible library model
- outdoor education
- expanding our understanding and use of Tier 1, 2 and 3 supports for students

Each year we develop and re-visit our school goals to target areas for improvement and strengthen learning. In June of 2025 after analyzing data and scanning, we determined that we wanted to focus on new school goals this year focusing on communicating our thinking in SEL (problem solving) and in academic areas (literacy and numeracy).

## How do we know?

Collecting and interpreting data helps us build our knowledge and understanding of student learning and growth, as well as inform our next steps. Staff at Brentwood Park have collected and analyzed data from a variety of sources through the years such as:

- Heart Mind Index - yearly
- Report Card data – each term
- Observational data
- Student Voice – reflections on their own learning
- Parent Feedback – Student Learning Surveys and other PAC surveys on focus areas
- Class review meetings twice a year
- School-based Team meetings and LSS meetings weekly
- Student Learning Surveys – Gr. 4 & 7 each year
- FSA data
- MDI data

We also create time in staff grade groups and mixed grade groups to identify strengths, stretches and develop action plans in SEL and academic areas during Pro-D days and Staff Meetings.

## Our focus:

For 2025-2026, we are in our first year of the following new goals and are focusing on developing our understanding and strengthening our attitudes and communication skills in SEL, Literacy and Numeracy.

**SEL:** Developing our communication skills in order to solve problems in peaceful ways

**Literacy:** To support and strengthen attitudes and communicate thinking in writing for K/1 and 6/7 students

**Numeracy:** To support and strengthen attitudes and communicate thinking in numeracy for Grades 2-5 students

## STRATEGIES: (to support Focus)

**SEL:** Our SEL committee, including feedback from staff, developed a STEPS program this year to create common language for problem solving amongst students, staff and for families to use at home as well.



We have provided talk time at many staff meetings this year to discuss each of the steps and check-in with how the explicit teaching is going each month. We targeted two months for **S** = Stop, two months for **T** = Take responsibility & Talk (as we felt these were the most important steps) and one month for **E** = Explore choices, **P** = Pick a kind and fair choice and will target **S** = Self-reflect in June. We are also displaying the poster above in all classrooms and within the school. We have shared and explained the visual and each step with families in newsletters and PAC meetings, adding tips for parents at home.

### **Writing** – focus on K/1 and Grade 6/7

Teachers have created writing rubrics and completed a fall grade wide write. They will also complete a May grade wide write and will use the same rubric to assess growth.

- Grade 6/7 teachers are scaffolding learning and using strategies to have students extend their writing such as by explicitly teaching, building vocabulary, displaying prompts and anchor charts, using graphic organizers repeatedly for deeper understanding, planning and co-teaching with non-enrolling staff, plus conferencing with students and providing feedback.

- Kindergarten teachers are developing literacy skills by explicitly teaching letters, phonics and phonemic awareness through various methods including: playful literacy, sound games, letter games, alphabet salad spinner, magic backpack, morning message, Heggerty and UFLI lessons, Reading like a Writer lessons and providing demos on how to use letters and sound knowledge in journals and book making.

- Grade 1 teachers are developing vocabulary, using writing frames such as sentence starters, and using common templates to build writing confidence and skills. They are scaffolding learning and modeling writing daily. They use literature to help model powerful writing. They provide various opportunities each day for students to write eg.) book making, journal writing, written responses to literature and reflections on learning.

- ELL teachers and LSS teachers are using UFLI to help teach phonemic awareness and spelling, syntactic awareness in some classes to help correct word order, vocabulary development and sentence building, Story Champs to develop story ‘thinking’, sequencing and plot development plus direct vocabulary development lessons on adjectives and adverbs. They are using engaging visuals to stimulate oral language which can be transferred to their writing.

### **Numeracy** – focus on Grades 2-5

We are tracking numeracy report card data through all three terms. In addition, teachers completed a Grade wide SNAP assessment in the fall and will assess students again in May to determine growth. Teachers are building numerical vocabulary, encouraging students to represent their knowledge and explain their thinking using different strategies, and using structures such collaborative problem solving and Brain Dumps.