

## Burnaby School District – School Plan

### Our Story

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

Seaforth is an amazing community with deep roots and many long-lasting traditions that define the school. Seaforth was one of Burnaby's first schools and has a long history. The original 1922 School House has been relocated to the Burnaby Village Museum. Members of the community take great pride in the school. Many Seaforth alumni have remained in the community and maintain ties to the community, some even having their own children follow in their footsteps in attending this school.

**The French Immersion and English Language Programs** work hard to create **one unified student body**, with both programs operating seamlessly as one Seaforth community.

A strong Extra Curricular Sports Program, Student Leadership Program, and Fine Arts Club, along with elaborate traditions such as Sports Days, Pancake Breakfast, The Christmas Market, Jingle Bell Walks, and Kindness Celebrations are significant events for the student population.

The very active Parent Advisory Council, along with the broader neighborhood community, work in partnership with the school to enhance educational and cultural programs for the students.

Our student population is comprised of 27% English Language Learners. 42% of homes speak a primary language other than English. 10% of our student population has a ministry designation. We have a strong Indigenous Education Program supporting our indigenous learners, who make up 2% of our student population.

## What are we doing well?

### **Writing:**

#### Student Strengths:

- Willingness to work hard; self-motivated/driven
- Ability to communicate thoughts and ideas verbally
- When provided structure and clear expectations – able to follow through
- Overall strong academic achievers
- Strong public speakers
- Strong reading skills

#### Student Stretches:

- Kindergarten: picture message is unclear
- Grade 1: ideas do not always make sense, word/letter spacing/formation, able to read sight words but not spell them
- Grade 2: elaboration, word choice, generating ideas, conventions
- Grade 3: elaboration, generating ideas, conventions
- Grade 4: elaboration of ideas, use of details, conventions (FRIM)
- Grade 5/6: quality elaboration, generating ideas, conventions (FRIM), grammar
- Grade 7: generating ideas, expanding ideas, conventions (FRIM)

### **Social Emotional Learning:**

#### Student Strengths:

- Inclusive/kind/friendly
- Happy to be a school
- Play well/Good Behavior
- Self- motivating/driven/willingness to work hard
- Good at following expectations and following routines
- Great participation in community

#### Student Stretches:

- Problem solving in social situations
- Emotional/Self-regulation
- Worry (anxiety)
- Unsupervised time for select students (hallways at lunch)
- Critical thinking
- Compassion/empathy
- Advocating for themselves (finding their voice)

## How do we know?

We conduct formal **assessments twice a year**, along with ongoing informal assessments, to track student progress and to guide instruction.

We use best practices in **differentiating writing instruction** to meet individual student needs.

**We align our assessment** to provide teachers with better information for planning instruction, and **reporting practices that provide students and their families with meaningful and relevant information about progress, goals and next steps.**

What data/evidence supports our selection of this goal(s)?

- School Wide Write – Fall and Spring
- FSA Scores
- Report Card Assessments
- Kindergarten Screening
- ELL Testing
- LSS Assessments
- Teacher Observations and Informal Assessments

## Our focus:

### Goal #1:

**Writing – to become more adept at elaborating ideas and improve conventions in writing**

- To decrease the number of students who are emerging or developing in writing
- To increase the number of students who are proficient or extending in writing

### Writing:

Areas of Focus for our students:

- Is able to include at least two details to support supposition
- Has strategies to help source ideas
- Can use details to help the reader “see a picture”
- Is able to map out thinking prior to writing
- Has and uses a grade appropriate word bank (FRIM and Primary)

Questions for discussion (staff):

- How many more students are able to elaborate on ideas proficiently?
- Are there any unexpected areas of growth or concern?
- How many students are using conventions proficiently?

**Goal #2:****Social and Emotional Learning**

- To reduce the number of students who require adult intervention for problem solving
- To increase Self-Regulation skills in students

**STRATEGIES: (to support Focus)****What interventions are you implementing to support these students?**

- In-class and one-on-one support by ELL (Tier 2 – SIOP) and LSS
- Pull-out support by ELL (Tier 3) and LSS and always aligned with classroom activities
- Counselling support
- EA support
- School Based Team Meetings
- Adapting materials as necessary to meet student needs

Ensuring **everyone's social and emotional well-being is a priority**. Awareness, self-regulation, problem solving, movement and brain breaks, and practicing gratitude, kindness and patience are some of the deliberate steps we will be taking.

- Everyday speech
- Zones of Regulation
- Counselling support
- School Based Team Meetings
- Class Reviews
- PBS (Behaviour Expectations Matrix)