

## Burnaby School District – School Plan

### Our Story

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

Brantford has a strong sense of community and welcomes the involvement of parents and families. Situated mid-way between Windsor and Morley, Brantford was built in 1965 to address increased enrollment at those schools. In 2015 Brantford underwent seismic upgrading and an expansion to support the implementation of a French Immersion program. This has created a vibrant community of around 370 students from kindergarten to Grade 7.

Along with extra-curricular sports and student volunteer opportunities, there are a wide range of old and new traditions at Brantford. These include Sports Day, Pancake Breakfast, Winter Market, Jingle Bell Walk, Wellness Week, Literacy Week, and many other meaningful events for our community. We also host numerous after-school programs that include Sports and Rec, Chess, Art, Design/Engineering, Babysitting, and many more.

Collaboration is valued at Brantford and for many years, there has been an adjustment in the daily schedule to allow for an early dismissal every Monday for teachers and staff to collaborate.

The Parent Advisory Council (PAC) plays an important role in the success of Brantford. Through their support and volunteers, we are able to offer a hot lunch program, our Fun Fair, movie nights, Welcome to School events, and various cultural activities throughout the year.

Our student population is comprised of 56% English program students and 44% French Immersion students with a combined total of 48% English Language Learners. The community is stable with over 80% of students having been at Brantford for at least 2 years. We offer learning support and Educational Assistants when needed and currently have 8% of students with a ministry designation. We have an Indigenous Education Program supporting our Indigenous learners who make up 1% of our student population.

## What are we doing well?

### **Writing:**

- Students like being creative and writing stories.
- Breaking down parts of the story/writing process (setting, problem, etc.)
- Word study programs
- Phonemic awareness
- Public speaking

### **Social Emotional Learning:**

- Building a kind and caring community
- Helping others
- Students generally play well together, follow expectations and are happy to be at school

## How do we know?

### **Writing:**

- We conduct formal school-wide writing assessments twice a year.
- Report card data
- FSA data
- ELL testing
- LSS assessments
- Teacher observations and informal assessments

### **Social Emotional Learning:**

- Fewer incidents escalated to office
- Teacher observation
- School-based team meetings

## Our focus:

### **Goal #1:**

#### **To improve student performance in writing.**

Areas of focus:

- Phonics (early primary grades)
- Style and Conventions (intermediate grades)
- Using proper conjugation and avoiding Google Translate (FRIM classes)
- Taking risks with writing

### **Goal #2:**

#### **Social and Emotional Learning**

Areas of focus:

- To increase students' self-regulation skills
- To increase students' awareness of Social Emotional Learning and the need for self-regulation skills

## STRATEGIES: (to support Focus)

### **Writing:**

- Writer's Workshop/Story Workshop
- Adriene Gear programs (Writing Power, Powerful Writing Structures)
- Collaboration during Pro-D days, staff meetings and early dismissal collab time
- Targeted LSS and ELL support
- EA support
- Differentiated instruction/adapting materials as necessary
- Word study programs

### **Social Emotional Learning:**

- Revisiting school motto and beliefs (SOAR/being safe and kind)
- Wellness Week