

Burnaby School District – School Plan

Our Story

Who we are?

Edmonds Community School is a vibrant and inclusive learning environment that celebrates diversity and fosters growth. As part of the Burnaby School District's Community School model, we are dedicated to providing supportive programming for students and families. With over 37 home languages spoken, our community is enriched by the experiences of newcomers to Canada, creating a welcoming space for all. We host foundational programs like Strong Start Preschool and LINQ adult education. Our diversified afterschool support model ensures students have access to meaningful opportunities in the arts, academics, and athletics. Our community partners play a vital role with quality out-of-school programs. We have approximately 225 English Language Learners and around 55 students with Individual Education Plans. Our Indigenous Lead Inquiry Teacher provides essential support for Indigenous students and promotes Indigenous Education throughout the school. At Edmonds, we believe in the power of education, connection, and collaboration.

What are we doing well?

Community Communication

- Ongoing use of phone/app based digital communication technology to enhance communication engagement. For example, we recently used a QR system to sign up incoming Kindergartens for ELL assessments – over 16 families booked appointments.
- Community Communication Boards in common areas and a TV in the foyer- highlighting community events.
- Staff regularly welcomes and connects with families (e.g. SWIS, ILIT, classroom teachers, LSS, ELL)
- Regular newsletters from the both the community office and main office.
- Regular maintenance and updating of the school website.

Writing

- Regular SBT (School-based Team) meetings where we communicate information and suggest supports and strategies for specific students.
- Levelled, intentional literacy groups across primary and intermediate classes utilizing LSS and ELL staff.
- Regular collaboration and professional development with one our district's Literacy Enhancement teachers. In 2024-25, Liz Merkel worked with our Grade K/1 and Grade 2/3 staff and students supporting literacy assessment and instructional strategies.
- School-wide and classroom-based literacy initiatives and highlights. For example, we have had School-Wide Writes, Stop Everything and Read, and Family Reading Days.
- Utilizing additional TTOC days to bring in an experienced ELL teacher to provide targeted instruction for identified students.

How do we know?

To inform how we communicate, we look at:

- Rates of participation in school-wide events, after-school programs, and parent feedback. We currently have very high rates of participation in our after-school programs. We have lower rates of participation in English-based surveys (E.g. Student Learning Survey)

To inform how we support our students' writing development and how we direct resources, we look at:

- Report Card data
- School-wide write data
- ELL Assessments, LLI Benchmark Assessments, Reading Recovery data
- EDI, Vulnerability, and ESLR data.

Our focus:

1) **To improve and enhance communication between school & community**

Where this goal came from:

- Many families speak a language other than English at home and we saw ongoing challenges with communication with language and access to technology (phones are the most prevalent form of communication technology)
- In 2021-22, the Community Office/SWIS staff, saw potential in digital communications and systems that were phone/app based. For example, QR codes for program registration and chat groups with SWIS team clients.
- Utilizing the SWIS team to over come language and other barriers to greater engagement with the school.

2) **To improve and enhance students' proficiency in writing.**

Where this goal came from:

- Many of our students are English language learners. A significant number of our students have had a disrupted educational experience due to social economic needs, global situations, and other factors.
- Edmonds supports the diverse learning needs of many students.
- Our data from reporting, FSA's, School-wide Writes, LLI benchmarks, and ELL assessments show that many of students are currently Emerging or Developing writers.

STRATEGIES: (to support Focus)

1) To improve and enhance communication between school & community

- Regular newsletters from both the Main Office and the Community Office.
- Open/Welcoming school belief.
- Community Communication Boards
- Regular collaboration with our SWIS team with family engagement
- Effective use digital resources for communication (E.g. QR code registrations)

2) To improve and enhance students' proficiency in writing

- Develop creative ways to group students to maximize student learning and engagement. We have levelled literacy groups with targeted instruction across Grades 1-7- we utilize both classroom teachers and non-enrolling (ELL and LSS) teachers to reduce group size.
- Continue to work with district literacy enhancement leaders (Liz Merkel) to develop assessment and instructional strategies.
- Acquisition of current vetted resources.
- Ongoing Professional Development.
- For 2025 -2027 – create and maintain a K-3 School-wide database combining longitudinal data (ELL assessments, reporting data, and LLI Benchmark, etc.) on all our students to monitor individual growth, direct resources, and inform practice.