

## Burnaby School District – Edmonds 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 39 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 multiple community partners play a vital role with quality out-of-school programs. Each term, these partners provide up to 300 opportunities to enroll. We have approximately 190 English Language Learners and around 60 students with Individual Education Plans. Our Indigenous Learning Inquiry Teacher provides essential support for Indigenous students and promotes Indigenous Education.

### 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).
- For our families, familiarity with digital platforms and understanding school systems and structures can vary significantly.
- A school-based commitment to promote an informed voice and awareness within our parent community.
- Staff often supports families when they have difficulty with standard, system-based interactions such as registrations and navigating forms.

#### **2) To improve and enhance students' proficiency in Literacy** **Where this goal came from:**

- Many members of our school community are newcomers and English language learners. A significant number of our students and their families have experienced disrupted and inconsistent access to learning due to social economic needs, global situations, and other factors.
- Through various classroom-based assessments, teacher observations and reporting, Provincial FSA's, School-wide Writes, LLI benchmarks, Reading Assessments, and ELL assessments show that many of our students are currently Emerging or Developing writers.

## 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 both the community office and main office.
- Regular maintenance and updating of the school website.
- Creating a sense of belonging, trust, and connection within the school community.
- Parent information sessions for different language groups. For example, “How to Understand Your Child’s Report Card”.
- Parents and caregivers are present at school engaging with staff.

### **Literacy (Writing/Reading)**

- 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 our district’s Literacy Enhancement teachers. From 2024-26, our District Literacy Enhancement Teacher 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.
- Primary staff engaged with district literacy initiatives.
- Positive and effective collaboration with the District Literacy Intervention Teacher (DLIT).

## 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).
- Class-based communication (e.g. teacher emails for theme days).
- High turn-out of families for school-wide events.
- Families are willing to engage with and trust staff as well as raise questions and voice concerns.

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

- Professional Development for primary and intermediate staff (e.g. Writing (mechanics), Story Champs, Acadience (Assessment)).
- Increased collaboration amongst staff. We now have working models which include teacher teams across enrolling and non-enrolling with greater shared understanding of effective literacy assessment and instructional practices.
- More intentional and responsive support for students with diverse learning needs. For example, targeted support for vulnerable readers which transitioned into small group instruction and collaborative models of support.
- Creation and curation of a school-wide data base with student portfolios (K-2). The purpose/goal of the data base is to monitor student growth in literacy over time, identify needs early, inform instruction, ensure equity and to support, support collaboration, connecting practices/ to student growth/response to intervention. This incorporates a range of information to give a wholistic picture of the child. This will provide a centralized, reliable, and accessible source of information that supports informed instructional decision making and early identification of learning needs.
- Data from writing samples, ELL Assessments, LLI Benchmark Assessments, Reading Recovery data, EDI, Vulnerability, and ESLR data.

## STRATEGIES: (to support Focus)

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### 1. To improve and enhance communication between school & community

- Regular newsletters from both the Main Office and the Community Office.
- Increasing success with digital communications and systems through we're phone-based apps. For example, QR codes for program registration and chat groups with SWIS team clients.
- Using multiple methods of communication to reach families such as in-person conversation, translated newsletters, vital supports provided by our SWIS team, update school website.
- In collaboration with our SWIS team Regular Parent Information Presentations (2025/26) with various topics.
- Open/Welcoming school belief. Staff is intentionally accessible.
- Community Communication Boards
- Regular collaboration with our SWIS team with family engagement
- Effective use digital resources for communication (E.g. QR code registrations)
- Workshops with parent groups on building digital literacy (creating School Cash Online accounts, filling in Student Forms, signing students up for programs- registration forms)
- Families value personal, intentional, relationship-based communication that is clear and is built on trust and familiarity.
- **Next steps for 2026-27, we will work on a communication survey for families to assess effectiveness of current practices.**

### 1) To improve and enhance students' proficiency in writing

- Develop creative ways to group students to maximize student learning and engagement. We have differentiated literacy groups with targeted instruction across Grades 1-7- we utilize both classroom teachers and non-enrolling (ELL and LSS) teachers to enhance the model.
- Continue to work with District Literacy Enhancement leaders (Liz Merkel) to develop assessment and instructional strategies.
- Access the DLIT to support students and build capacity alongside staff.
- Acquisition of current vetted resources in collaboration with district and school-based staff.
- Ongoing Professional Development (Growing Readers and Communities of Practice).
- For 2025 -2027 – create and maintain a K-2 School-wide database combining longitudinal data (ELL assessments, Acadience data, reporting data, and LLI Benchmark, etc.) on all our students to monitor individual growth, direct resources, and inform practice. **This will establish baselines and longitudinal data for both groups and individual students.**
- **For 2026-27, work with district literacy staff to establish key practices across grades.**
- **For 2026-27, review data in the fall/spring to inform practice and resource allocations.**